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ABSTRACT

A partnership between the Bergen County Vocational-Technical Schools (New Jersey), the Wakefern Food Corporation/Shoprite, and Cornell University developed and implemented supermarket skills training programs. The programs were held in two vocational schools that educate mentally handicapped students, aged 14-21, during daytime hours and adult handicapped persons during evening hours. Program goals were to: (1) prepare learning disabled students for career alternatives in the supermarket industry; (2) place them in unsubsidized employment; and (3) heighten public and corporate awareness of the value of handicapped persons as reliable, stable employees. The project included the set-up of two classroom shops to simulate supermarket operations, development of curriculum, instruction, cooperative work experience for students, evaluation, and dissemination. Forty secondary students were trained in vocational classes that met 5 days per week for 2.5 hours each day. Three days per week in late afternoon, an additional 30 adult handicapped students took the program. External evaluation of the program showed that it had met its goals, and the program won many local and national awards. (Appendices--most of the document--include a baseline management plan; curriculum guide; external evaluation; and a brochure. The curriculum guide includes objectives, content outline, teaching suggestions, learning activities, and transparency masters. Topics covered are safety, communication, human relations, front end--general and cashier, produce, grocery, dairy, and frozen foods.) (KC)

ED328682

SUPERMARKET CAREERS

A Partnership In Training

Funded by
Office of Vocational and Adult Education
U.S. Department of Education
Federal Award #V199A90177

Cooperative Demonstration Program
(High Technology)

FINAL REPORT
September, 1990

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SHOPRITE

CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL

CE 056 750

ADDENDUM TO THE FINAL PERFORMANCE REPORT

V199A90177

Items included in Appendices D and E were not in a format that could be easily photocopies and, therefore, are not included as part of this copy of the final performance report. These items are included, however, in the copies of the final performance report submitted to the Northeast Curriculum Coordination Center for those interested in examining complete copies of the report.

Also included in the copies of the final performance report submitted to the Northeast Curriculum Coordination Center are two copies of a video produced by the grantee entitled "Supermarket Careers." The video is mentioned on page 5 of this report. It is about 7 and one-half minutes in length.

The address and telephone number of the Northeast Curriculum Coordination Center is:

Northeast Curriculum Coordination Center
Martha Pocsi, Director
New Jersey Vocational Education Resource Center
Cambridge Park School
Crest Way
Aberdeen, New Jersey 07747
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A PARTNERSHIP IN TRAINING - SUPERMARKET CAREERS

This project was a cooperative effort between the Bergen County Vocational-Technical Schools (located in Hackensack, Teterboro, and Paramus, New Jersey, and serving students from the County of Bergen), the Wakefern Food Corporation/ShopRite headquartered in Elizabeth, New Jersey) and Cornell University (located in Ithaca, New York).

The **purpose** of this cooperative effort was to develop and implement supermarket employment skills training programs in two full-time vocational schools that educate mentally handicapped students ages 14-21 during daytime hours and adult handicapped persons during evening hours. The project included the set-up of two classroom shops to simulate supermarket operations, development of curriculum, instruction, cooperative work experience for students, evaluation of project effectiveness and dissemination of project results.

The **need** for this project was determined by shortfalls in the local labor market, increase in the number of service-related jobs and the inability of large corporations such as the ShopRite organization to attract and retain a reliable, stable workforce.

The **target population** for this program was handicapped secondary students (ages 14-21) and handicapped adults. Forty secondary students (20 at each site, 10 per class) were trained during the regular school day in vocational classes that met five days per week for 2 1/2 hours each day for the entire school year. In the hours from 3-6 p.m., the supermarket careers program was available three days per week to an additional 30 handicapped students as part of the twilight skills program that the district operates jointly with the Job Training Partnership Act (JTPA) which is administered by the Bergen County Private Industry Council.

The overall goal of this program was to prepare learning disabled students for career alternatives in the supermarket industry and to place these students in unsubsidized employment positions within the supermarket industry. Toward this end, a cooperative development effort was initiated between the Bergen County Vocational-Technical Schools, the Wakefern Food Corporation/ShopRite organization and Cornell University's Food Industry Training Division. **Nine objectives** are set forth to meet the stated goal.

Secondarily, this project has as its goal the heightening of public and corporate awareness of the value of the handicapped person as a reliable, stable employee. This outcome was addressed through publicity, presentations and dissemination of project materials.

Objectives:

1. Establish an advisory committee comprised of individuals from the ShopRite Organization, Cornell University Food Industry Division and the Bergen County Vocational-Technical School District to validate the training needs for students who are eligible for special education services for career alternatives.
2. Identify various employment opportunities available to students who are eligible for special education services for career alternatives in the supermarket industry.
3. Establish a task force for the selection of qualified supermarket career instructors.

4. Use the Bergen County Vocational-Technical Schools CBE plan to establish a CBE format for individualized instruction in the various supermarket departments, i.e.: dairy, produce, frozen food, front end, grocery, and meat.

5. Jointly design and construct a vocational laboratory to simulate a supermarket.

6. Jointly design and develop teacher and student instructional material for special needs students, i.e.: video tapes, student workbooks, and individualized modules.

7. Adapt the existing Bergen County Vocational-Technical School District CBE assessment procedure to validate student competencies and instructional materials.

8. Jointly coordinate the establishment of part-time and full-time training sites for faculty and students.

9. Develop a dissemination plan through the tree cooperating agencies.

A Baseline Management Plan was designed as a monitoring tool for what we had accomplished, what we planned to do, and what was planned for the future. (Appendix A)

The competency-based curriculum format was developed cooperatively by joining the experience of the vocational school, Cornell University, and ShopRite Food Corporation. The curriculum consists of a list of competencies supported through a multimedia approach which emphasized instructional strategies that work well with the special needs population.

Students train for their future jobs in classrooms that replicate the actual work environment in today's supermarkets. In addition to mastering the skills required for various food service industry jobs, students learned the importance of team effort, safety, sanitation, good communication and a positive work ethic.

The curriculum was developed over an 18 month period in nine areas of supermarket employment.

Phase I included:

- Safety
- Communications
- Human Relations
- Front End - General
- Front End - Cashier

Phase II included:

- Frozen Food
- Produce
- Grocery
- Dairy

Program advisory committee members from the supermarket industry worked with the educators to validate the curriculum. As the industry experiences changes in their procedures and operations, the curriculum will be updated. (See Appendix B)

Program evaluation was both formative and summative. Completion of each adjective was monitored by the Project Director, in consultation with the Advisory Board, for timely completion and the quality of completion.

An independent consultant was hired to offer an evaluation of the project in meeting its stated goal and objectives. (Consultant's Report, Appendix C)

It was the objective of the three organizations cooperating to develop this project into a model that could be replicated in other communities and other vocational schools throughout the country. The project is a public demonstration of how education and industry worked together for the economic benefit of the business and the handicapped person.

Dissemination included the following:

a. Publicity: Publicity was accomplished through the preparation of articles for trade and educational magazines, as well as local newspapers. In addition, a mailing flyer was printed for distribution. (Appendix D)

b. Presentations: Representatives from the food industry and other educational institutions in six states were invited to a one-day conference on the supermarket careers program. (Appendix E) In addition, the district presented at the American Vocational Association's national convention and New Jersey State (teachers) Convention. The Wakefern Food Corporation presented at the Food Market Institute (FMI) National Conference.

c. Video: A video was produced to provide an overview to the entire partnership. The video received the Outstanding Achievement In Video Production award from the New Jersey School Boards Association. (video enclosed)

This project was a recipient of many state and federal **awards** including the prestigious C Flag for industry and the U.S. Department of Education Secretary Award for Outstanding Vocational-Technical Education Program. (Appendix F)

PARTNERSHIP MAKES A DIFFERENCE

Supermarket Careers demonstrated that persons can be successfully trained and job-placed in the supermarket industry. The project is a testimonial to the fact that trained, special needs persons can be reliable, stable additions to the workforce. The new venture is a model of how a partnership between education and local industry can help a traditionally underutilized segment of the population gain training and employment that benefits both the handicapped person and local industry.

APPENDIX A

BASELINE MANAGEMENT PLAN

FY 1989 Cooperative Demonstration Program (CFDA NO. 199A)

AWARD NUMBER : V199A90177

RECIPIENT : Bergen County Vocational-Technical Schools
200 Hackensack Avenue
Hackensack, New Jersey 07601

CONTACT PERSON : Dr. John Kolmos, Project Director
(201) 343-6000

PROJECT TITLE : Supermarket Industry Employment Skills Development for Handicapped Persons

OBJECTIVES **ACTIVITIES FOLLOW**

---

1. Establish an advisory committee comprised of individuals from the ShopRite Organization, Cornell University Food Industry Division, and the Bergen County Vocational-Technical School District.

2. Identify various employment opportunities available for special education students in the supermarket industry.

3. Establish a task force for the selection of qualified supermarket career instructors.

4. Use the Bergen County Vocational-Technical Schools District´s CBE plan to establish a CBE format for instruction in the various supermarket departments.

5. Jointly design and construct a vocational laboratory to simulate a supermarket.

6. Jointly design, develop, and or select teacher and student instructional material for special needs students, i.e. video tapes, student workbooks, and individualized modules.

7. Adapt the existing Bergen County Vocational-Technical School District CBE assessment procedure to validate student competencies and instructional materials.

8. Jointly coordinate the establishment of part-time and full-time training sites for faculty and students.

9. Develop a dissemination plan through the three cooperating agencies to include trade journals, promotional material, video, and presentations at various national conferences.

ACTIVITIES

January, 1989

1. Describe the present and projected employment needs of the supermarket industries.
2. Identify the various departments that special education students could pursue a lasting career in.
3. Finalize the list of individuals to serve on the advisory committee to reflect all identified departments which could eventually employ this special population.
4. Plan inservice training for faculty and administrators on effective classroom management skills and instructional delivery skills.
5. Visit various supermarkets within the metropolitan area for additional information and ideas.

February, 1989

1. Contract with Cornell University to jointly develop curriculum for supermarket careers.
2. Conduct ERIC search on any curriculum, instructional materials, and facility plans for the supermarket career area.
3. Use the Bergen County Vocational-Technical School's Annual Implementation Plan for development of instructional materials.
4. Plan an advisory board meeting to identify major areas of specialization.
5. Conduct all day meeting with Bergen County Vocational-Technical School staff and Cornell consultants on curriculum format.
6. Establish time lines and review process for the delivery of the curriculum.

March, 1989

1. Conduct advisory board meeting and begin to select equipment for front end, dairy, produce, frozen food, and grocery areas.
2. Contact vendors and prepare bid specifications.
3. Plan layout of facilities taking into consideration electrical and plumbing requirements.
4. Plan the various work experience programs for students relevant to the selected areas.

April, 1989

1. Plan to attend local food industry trade shows to purchase additional equipment and instructional materials.
2. Begin planning a dissemination workshop to metropolitan area vocational-technical schools and food industry store owners.

3. Submit request to present project at the -
    a. N. J. School Boards Association - October, 1989.
    b. AVA National Convention - December, 1989.
    c. Conference on Exceptional Children (CEC), April, 1990.
4. Contact various trade journals (education and industry) to promote supermarket careers program.
5. Meet with video company and plan a movie about the project.
6. Contact the New Jersey State Department of Education, Division of Vocational Education, to visit and tour our two programs.

May, 1989

1. Prepare promotional material for dissemination.
2. Meet with Cornell staff to review first draft of curriculum guide.
3. Purchase equipment for front end, dairy, produce, and frozen food areas.
4. Coordinate mailing of workshop invitations with other cooperating partners to area vocational-technical schools and various supermarkets in the tri-state area.
5. Coordinate a plan to dispose of perishable goods prior to summer vacation.
6. Purchase front end scanning equipment.
7. Conduct a workshop for supermarket owners and vocational-technical schools in tri-state area.

June, 1989

1. Open both school supermarkets to public with "super sale and/or coupon days".
2. Review curriculum guide for new material with Cornell and staff.
3. Order materials and supplies for fall.
4. Place both instructors into summer work relating to food industry.
5. Review and select various professional prepared video tapes on aspects of the supermarket industry.

July, 1989

1. Conduct advisory board meeting to begin to identify competencies for baking, horticulture, meat, and maintenance services.

September, 1989	1. Review and finalize first phase of curriculum. 2. Select and purchase front end check out stands to include scale, conveyer belt, and check-signing stand. 3. Meet with ShopRite personnel and develop plan-o-gram for all perishable and non-perishable goods. 4. Attend Wakefern perishable show for new equipment and products.
October, 1989	1. Identify and meet with third-party consultant to establish assessment procedure of project's progress and accomplishments. 2. Establish open-order accounts for both schools for purchasing of perishable and non-perishable items. 3. Present Supermarket Careers Program at New Jersey State Council For Exceptional Children Annual Fall Forum.
November, 1989	1. Conduct advisory board meeting and select new areas to expand into, i.e., baking, horticulture, and meat. 2. Meet with instructors to purchase shrink-wrapping equipment and supplies. 3. Conduct feasibility study on modifying both shops to accommodate the three new refrigerated boxes (produce, frozen food, dairy). 4. Identify and purchase print out computer scales with universal bar coding.
December, 1989	1. Present Supermarket Careers Program at the American Vocational Association conference in Orlando, Florida. 2. Identify and validate competencies for expanded areas and present to advisory committee for approval. 3. Establish procedures for opening stores to public on a weekly basis.
January, 1990	1. Meet with consultant and establish visitations to: a. two sites b. meet with Wakefern staff and c. Bergen County Vo-Tech faculty and staff. 2. Attend National Grocer's Association to assess new development in supermarket field. 3. Structure list of competencies for baking, maintenance, and horticulture modules. 4. Write and submit articles to trade magazines and journals.
February, 1990	1. Continue to work with consultant. 2. Implement new modules on a rotating basis.

	3. Assess project needs and purchase additional equipment and supplies.
March, 1990	1. Finalize consultant report. 2. Monitor implementation of new competencies and conduct meeting between other shop instructors and supermarket career instructors. 3. Host various districts planning to implement supermarket careers in September, 1990.
April, 1990	1. Conduct advisory board meeting to assess project's future needs and accomplishments. 2. Begin to establish permanent work sites for graduating class. 3. Finalize new curriculum for rotating modules and distribute to districts requesting update.
May, 1990	1. Conduct internal year-end evaluation of the total project. 2. Write final report.

APPENDIX B

SUPERMARKET
CAREERS

JANET HAWKES

A COMPETENCY-BASED CURRICULUM FOR
SPECIAL-NEEDS STUDENTS

SEAL OF BERGEN COUNTY NEW JERSEY

SHOPRITE

CORNELL UNIVERSITY FOUNDED BY EZRA CORNELL

PREFACE

Supermarket Careers was designed to demonstrate that handicapped persons can be successfully trained and job placed in the supermarket industry. The project is a testimonial to the fact that trained, special needs persons can be reliable, stable additions to the workforce. The initial project is a model of how a partnership between education and local industry can help a traditionally underutilized segment of the population gain training and employment that benefits both the handicapped person and local industry.

The project induced the set-up of two classroom shops that simulate supermarket operations, development of a competency-based curriculum and instructional strategies, cooperative work experience for both students and teachers, evaluation of the project's effectiveness and dissemination of its results. The program is offered at both of the full-time schools for special needs students that are operated by the vocational school district.

Cooperating partners for the pilot program included:

Bergen County Vocational-Technical Schools

The Bergen County Vocational-Technical Schools form a countywide system serving the 77 municipalities in Bergen County, New Jersey. Located in the northeastern corner of the state, Bergen is one of the most heavily populated counties in New Jersey and is considered part of the New York City metropolitan area. Included among its 2,300 high school students and 13,500 adult students are nearly 1,000 special needs students.

ShopRite Corporation

The ShopRite/Wakefern Food Corporation, headquartered in Elizabeth, New Jersey, is one of the largest operators of supermarkets in the state. A leader in progressive marketing and customer service, ShopRite is also an innovator in employee skill training. The company joined forces with the Bergen County Vocational-Technical Schools to expand its efforts to train and hire the special needs population in order to meet its goal of developing and increasing a permanent workforce.

Cornell University, Food Industry Management Program

Cornell University, located in Ithaca, New York, has been providing education to the food industry for 25 years. The University's Food Industry Management Program offers over 54 courses and has trained more than 200,000 food employees.

The target population for the supermarket careers training program is special education high school students and adults. Research studies demonstrate that future employment prospects for this population are excellent. In fact, major employers throughout the country are beginning to realize the benefits of hiring handicapped persons. This population has proven to be a large pool of workers who are dependable, reliable, punctual, and who maintain the highest rate of on-the-job attendance. Handicapped persons can be trained to become highly skilled at performing repetitive work. They take pride in their responsibilities and they are hard workers.

The competency-based curriculum format was developed cooperatively by joining the experience of the vocational school, Cornell University and ShopRite. The curriculum consists of a list of competencies supported through a multi-media approach which emphasizes instructional strategies that work well with the special needs population.

Students train for their future jobs in classrooms that replicate the actual work environment in today's supermarkets. In addition to mastering the skills required for various food service industry jobs, students learn the importance of team effort, safety, sanitation, good communication and a positive work ethic.

The partnership offers returns for both industry and education and provides an invaluable opportunity to a traditionally underutilized segment of society. The cooperative arrangement requires commitment, compromising agreement and a strong belief in its outcomes and purpose.

The success of future programs depend on the formation of local partnerships between education and the supermarket industry.

ACKNOWLEDGEMENTS

The development of the Supermarket Careers Curriculum was the result of a partnership between Cornell University Home Study Program, Bergen County Technical Schools and the Wakefern/ShopRite Corporation.

Working together these three partners developed and implemented a supermarket careers program in two New Jersey vocational schools. This program was selected to be a Cooperative Demonstration Program Site for the United States Department of Education as a model vocational program.

Special appreciation is extended to:

Bergen County Vocational-Technical Schools including:

Susan Graef, Instructor Paramus Vocational Center
Nick Sodano, Principal Paramus Vocational Center
Nick Curci, Instructor Teterboro Vocational Center
Roy Hermalyn, Principal Teterboro Vocational Center
Dr. John Kolmos, Director of Curriculum
Dr. John Grieco, Superintendent of Schools

Board of Education:

Mr. Bart Talamini, President
Mr. Paul Calocino, Vice President
Mr. Angelo DiNome
Dr. M. Ray Kelly
Mr. Richard Norman

Wakefern Food Corporation

Kenneth Capano
Stephen Casciegna
William Dowlen
Jack Dreyer
Robin D. Fitzsimmons
Mary Ellen Gowin
Tom Harte
Russell W. Herter
Joseph Miller
Frank L. Nardi
Jean Pillet
Mike Reilly
John W. Schellinck

ShopRite Member Companies

Inserra ShopRite
ShopRite of Oakland
ShopRite of Rutherford
Singer ShopRite
Glass Gardens ShopRite

Friends of Wakefern

Joseph Engo
Richard Gallo
Leo Green

Cornell University Home Study Program

George "Bud" Hayward, Director

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INTRODUCTION

GOAL

The Supermarket Career Curriculum is designed to introduce special needs students to the realities of working in a supermarket or other food retail store.

Supermarket Careers seeks to develop a series of skills and behaviors that will help the individual integrate his/her role within the workplace and the home.

DESCRIPTION

The Supermarket Career Curriculum is divided into nine topics, each focusing on a different aspect of employment in a supermarket:

1. Safety
2. Communications
3. Human Relations
4. Front End - General
5. Front End - Cashier (Optional)
6. Produce
7. Grocery
8. Dairy
9. Frozen Foods

There is no specific teaching time suggested for each topic since competency in a given area will depend on the abilities of an individual student. Topics are not prerequisite to one another and can be taught in any order, although the first three lead into all other department topics.

The student competencies suggested for each topic follow and are also subject to adaptation based on the needs of the students, the needs of the local employers and the physical or time limitations of delivering this curriculum. These competencies were developed by an advisory committee of food retailers and educators, and represent the current skills needed for entry level employment in the supermarket industry.

OVERVIEW AND ASSUMPTIONS

As a teacher, there are a few "particulars" about the Supermarket Careers Curriculum that you should know in order to make your job easier and to help you to use these materials effectively.

A competency based curriculum format was selected so that student performance could be monitored and appraised.

A content outline, instructional materials and strategies were developed to provide teachers with a way to teach these competencies to students. These materials are not the only way to teach the modules. These materials can be adapted to fit your school program, individual teaching style and student needs.

A few considerations and assumptions were made when developing these materials:

- The instructional materials included in the notebook provide several ways to teach a given performance objective. There is some overlap in content so teachers can choose which materials and strategies to use.
- The suggested uses of the instructional materials are not the only uses, and teachers are encouraged to customize the packet to fit their teaching preferences and student abilities.
- The strategies generally include hands-on experiences and ways for the teacher to deliver the content.
- In the pilot, students trained for their future jobs in classrooms that replicated the actual work environment in today's supermarkets. In addition to mastering the skills required for various food service industry jobs, students learn the importance of team effort, safety, sanitation, good communication and a positive work ethic. A supermarket laboratory is important to the success of the program. The contents and complexity of the laboratory should be determined by local needs and resources.
- Working at an area food retail or wholesale establishment is an integral part of this curriculum. A partnership needs to be established between the school and local supermarket(s) in order to meet this program component.

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SUPERMARKET CAREERS

Student Competencies/Performance Objectives

TOPIC 1: SAFETY

Upon completion of this topic, the student will be able to:

1. Pass general written safety test
2. Demonstrate personal safety
3. Follow appropriate safety rules and practices in each department

TOPIC 2: COMMUNICATIONS

Upon completion of this topic, the student will be able to:

1. Address other people in a businesslike manner, whether they are customers, fellow employees or supervisors
2. Work cooperatively with other people
3. Listen to customer inquiries and reply clearly and satisfactorily
4. Attend store and/or department meetings
5. Ask for help when needed

TOPIC 3: HUMAN RELATIONS

Upon completion of this topic, the student will be able to:

1. Develop attitudes that are positive toward others and the job
2. Avoid conflict with customers, fellow employees or supervisors
3. Represent the business favorably to customers
4. Wear and maintain the prescribed store uniform

TOPIC 4: FRONT END OPERATIONS - GENERAL

Upon completion of this topic, the student will be able to:

1. Assist in displaying merchandise using seasonal and storewide themes
2. Prepare merchandise for displays of various types
3. Assist in setting up front window signage

TOPIC 4: FRONT END OPERATIONS - GENERAL (CONT.)

4. Follow housekeeping procedures in and around the front end, including clean-up of spills
5. Restock bags by size and type in stands as needed
6. Load bags, both paper and plastic
7. Retrieve carts

TOPIC 5: *FRONT END OPERATIONS - CASHIER

Upon completion of this topic, the student will be able to:

1. Identify UPC codes
2. Make change and understand other financial transactions
3. Operate an electronic cash register
4. Use an optical scanner to register items
5. Weigh and identify produce to determine cost
6. Be courteous and friendly to customers and know procedure for dealing with an upset customer
7. Follow appropriate check approval procedures

TOPIC 6: PRODUCE

Upon completion of this topic, the student will be able to:

1. Place and update preprinted point-of-purchase signs
2. Use housekeeping procedures necessary for the upkeep of displays
3. Use housekeeping procedures for the upkeep of preparation areas
4. Use manufacturer's and supplier's display aids
5. Use appropriate packaging for proper preservation and presentation of produce
6. Unload produce deliveries from warehouse or truck
7. Open boxes and containers for preparation of produce and display
8. Weigh and price select produce items for display
9. Set up dry and refrigerated produce racks
10. Demonstrate the safe use of all equipment in the department
11. Identify distressed or spoiled produce

TOPIC 6: PRODUCE (CONT.)

12. Rework and trim unsold items for maximum freshness
13. Freshen produce by using water or ice, if suitable to the merchandise
14. Assist in decorating produce department with display material
15. Clean and maintain wrapping and weighing equipment
16. Clean produce racks, sales-floor area, working area, and coolers
17. Dispose of trimmings and refuse
18. Check refrigerated units for proper temperature and know appropriate action if gauge is at improper temperature.

TOPIC 7: GROCERY

Upon completion of this topic, the student will be able to:

1. Use a variety of display fixtures for the display of merchandise
2. Prepare merchandise for stocking and display
3. Use appropriate pricing equipment to price merchandise
4. Identify and explain merchandising areas of the grocery department
5. Use shelf signs and other merchandising aids for specific items
6. Assist in receiving incoming merchandise
7. Keep shelves up-to-date, including facing shelves, rotating stock, and repricing as necessary
8. Follow general housekeeping practices in the department
9. Demonstrate safe use of equipment in this department
10. Take stock counts and record inventory
11. Identify and remove damaged products from shelves

TOPIC 8: DAIRY

Upon completion of this topic, the student will be able to:

1. Assist in receiving and unloading merchandise
2. Assist in checking manufacturer's codes
3. Use appropriate coding and pricing for merchandise
4. Load rear and/or front loading dairy cases
5. Rotate and face stock in dairy cases when loading

TOPIC 8: DAIRY (CONT.)

6. Read temperature gauges on case and know appropriate action if gauge is at improper temperature
7. Demonstrate safe use of equipment and sanitary practices in this department
8. Follow housekeeping procedures for this department
9. Identify and remove damaged products from the dairy cases

TOPIC 9: FROZEN FOODS

Upon completion of this topic, the student will be able to:

1. Handle and rotate products properly from receiving to display
2. Wear appropriate clothing for work in the freezers
3. Keep cases neat and free of damaged packages
4. Straighten displays after customer disarray and keep products properly faced
5. Keep display below load line
6. Avoid damaging product when handling
7. Date and identify cartons in backroom freezer to guide in stock rotation
8. Price mark accurately and legibly
9. Follow housekeeping procedures in this department
10. Demonstrate safe use of equipment in this department
11. Read temperature gauges and know appropriate action if gauge is at improper temperature

*Advanced skills required

TOPIC 8: DAIRY (CONT.)

6. Read temperature gauges on case and know appropriate action if gauge is at improper temperature
7. Demonstrate safe use of equipment and sanitary practices in this department
8. Follow housekeeping procedures for this department
9. Identify and remove damaged products from the dairy cases

TOPIC 9: FROZEN FOODS

Upon completion of this topic, the student will be able to:

1. Handle and rotate products properly from receiving to display
2. Wear appropriate clothing for work in the freezers
3. Keep cases neat and free of damaged packages
4. Straighten displays after customer disarray and keep products properly faced
5. Keep display below load line
6. Avoid damaging product when handling
7. Date and identify cartons in backroom freezer to guide in stock rotation
8. Price mark accurately and legibly
9. Follow housekeeping procedures in this department
10. Demonstrate safe use of equipment in this department
11. Read temperature gauges and know appropriate action if gauge is at improper temperature

*Advanced skills required

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE						
TOPIC 1: SAFETY						
1. Pass general safety exam						
2. Demonstrate personal safety						
3. Follow safety rules/practices						
TOPIC 2: COMMUNICATIONS						
1. Address in businesslike manner						
2. Work cooperatively with others						
3. Listening/replying clearly						
4. Attending meetings						
5. Asking for help when needed						
TOPIC 3: HUMAN RELATIONS						
1. Developing positive attitudes						
2. Avoiding conflict						
3. Representing business favorably						
4. Wearing/maintaining store uniform						

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE

TOPIC 4: FRONT END OPERATIONS-GENERAL						
1. Assisting in merchandise displays						
2. Preparing merchandise for displays						
3. Assisting in setting/front windows						
4. Following housekeeping procedures						
5. Restocking bags by size and type						
6. Loading paper/plastic bags						
7. Retrieving carts						
TOPIC 5: FRONT END OPERATIONS-CASHIER						
1. Identifying UPC codes						
2. Making change/other financial trans						
3. Operating electronic cash register						
4. Using optical scanner						
5. Weighing produce to determine cost						
6. Courteous/friendly to customers						

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE						
TOPIC 5: FRONT END OPER.-CASHIER (CONT.)						
7. Following check approval procedures						
TOPIC 6: PRODUCE						
1. Placing/updating point-of-purchase signs						
2. Using housekeeping for display upkeep						
3. Using housekeeping for prep areas						
4. Using manufctr's/supplier's displays						
5. Using packg. for preservation, etc.						
6. Unloading produce from warehouse/truck						
7. Opening containers/boxes						
8. Weighing/pricing produce						
9. Setting up dry/refrig. racks						
10. Demonstrating safe use of equipment						
11. Identifying distressed/spoiled produce						
12. Reworking/trimming unsold items						

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE						
TOPIC 6: PRODUCE (CONT.)						
13. Freshening produce with water/ice						
14. Assisting in decorating produce dept.						
15. Cleang/maintain. wrapping/weighing equip						
16. Cleaning racks, sales floor area, etc						
17. Disposing of trimmings and refuse						
18. Checking for proper temperature						
TOPIC 7: GROCERY						
1. Using display fixtures/displaying merch.						
2. Preparing merch. for stocking/display						
3. Using pricing equipment						
4. Identifying/explaining areas of the store						
5. Using shelf signs, etc for specific items						
6. Assisting in receiving incoming merch.						
7. Keeping shelves up-to-date						

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE						
TOPIC 7: GROCERY (CONT.)						
8. Following housekeeping practices						
9. Demonstrating safe use of equipment						
10. Taking stock counts/recording inventory						
11. Identify/remove damaged products						
TOPIC 8: DAIRY						
1. Assisting receiving/unloading merch.						
2. Assisting checking manufacturer's codes						
3. Using appropriate coding/pricing merch.						
4. Load rear/front loading dairy cases						
5. Rotate and face stock in dairy cases						
6. Reading temp gauges/knowing procedures						
7. Demonstrating safe/sanitary use of equip						
8. Following housekeeping procedures						
9. Identify/remove damaged products						

- SUPERMARKET CAREERS -

Student Performance Objective Checklist (Cont.)

OBJECTIVE

TOPIC 9: FROZEN FOODS						
1. Handling/rotating products						
2. Wearing approp. clothing/freezer work						
3. Keeping cases neat/free of damaged pkgs						
4. Straightening displays/customer disarray						
5. Keeping display below load line						
6. Avoiding damaging product when handling						
7. Dating/identifying ctns/backroom freezer						
8. Mark pricing accurately/legibly						
9. Following housekeeping procedures						
10. Demonstrating safe use of equipment						
11. Reading temperature gauges						

INDIVIDUAL STUDENT PROGRESS REPORT

- SUPERMARKET CAREERS -

STUDENT NAME ______________________________

TEACHER ______________________________

YEARS IN PROGRAM ______________________________

OBJECTIVES*	DATE COMPLETED	TEACHER/SUPERVISOR SIGNATURE (INITIALS)
TOPIC 1: SAFETY		
1. Pass general safety exam		
2. Demonstrate personal safety		
3. Follow safety rules/practices		
TOPIC 2: COMMUNICATIONS		
1. Address in businesslike manner		
2. Work cooperatively with others		
3. Listening/replying clearly		
4. Attending meetings		
5. Asking for help when needed		
TOPIC 3: HUMAN RELATIONS		
1. Developing positive attitudes		
2. Avoiding conflict		
3. Representing business favorably		
4. Wearing/maintaining store uniform		
TOPIC 4: FRONT END - GENERAL		
1. Assisting in merchandise displays		
2. Preparing merchandise for displays		
3. Assisting in setting/front windows		
4. Following housekeeping procedures		
5. Restocking bags by size and type		
6. Loading paper/plastic bags		
7. Retrieving carts		
TOPIC 5: FRONT END - CASHIER		
1. Identifying UPC codes		
2. Making change/other financial trans.		
3. Operating electronic cash register		

Student Name ____________________

OBJECTIVES*	DATE COMPLETED	TEACHER/SUPERVISOR SIGNATURE (INITIALS)
TOPIC 5: FRONT END - CASHIER (CONT.)		
4. Using optical scanner		
5. Weigh/identify produce to determine cost		
6. Courteous/friendly to customers		
7. Following check approval procedures		
TOPIC 6: PRODUCE		
1. Placing/updating point-of-purchase signs		
2. Using housekeeping for display upkeep		
3. Using housekeeping for prep. areas		
4. Using manufctr's/supplier's displays		
5. Using packg. for preservation, etc.		
6. Unloading produce from warehouse/truck		
7. Opening containers/boxes		
8. Weighing/pricing produce		
9. Setting up dry/refrig. racks		
10. Demonstrating safe use of equipment		
11. Identifying distressed/spoiled produce		
12. Reworking/trimming unsold items		
13. Freshening produce with water/ice		
14. Assisting in decorating produce dept.		
15. Clean/maintain. wrapping/weighing equip.		
16. Cleaning racks, sales floor area, etc.		
17. Disposing of trimmings and refuse		
18. Check temperature gauges		
TOPIC 7: GROCERY		
1. Using display fixtures/displaying merch.		
2. Preparing merch. for stocking/display		
3. Using pricing equipment		
4. Identifying/explaining areas of the store		
5. Using shelf signs, etc for specific items		
6. Assisting in receiving incoming merch.		
7. Keeping shelves up-to-date		
8. Following housekeeping practices		

Student Name ____

OBJECTIVES*	DATE COMPLETED	TEACHER/SUPERVISOR SIGNATURE (INITIALS)
TOPIC 7: GROCERY (CONT.)		
9. Demonstrating safe use of equipment		
10. Taking stock counts/recording inventory		
11. Identify/remove damaged products		
TOPIC 8: DAIRY		
1. Assisting receiving/unloading merch.		
2. Assisting checking manufacturer's codes		
3. Using appropriate coding/pricing merch.		
4. Load rear/front loading dairy cases		
5. Rotate and face stock in dairy cases		
6. Reading temp gauges/knowing procedures		
7. Demonstrating safe/sanitary use of equip.		
8. Following housekeeping procedures		
9. Identify/remove damaged products		
TOPIC 9: FROZEN FOODS		
1. Handling/rotating products		
2. Wearing approp. clothing/freezer work		
3. Keeping cases neat/free of damaged pkgs.		
4. Straightening displays/customer disarray		
5. Keeping display below load line		
6. Avoiding damaging product when handling		
7. Dating/identifying ctns/backroom freezer		
8. Mark pricing accurately/legibly		
9. Following housekeeping procedures		
10. Demonstrating safe use of equipment		
11. Reading temperature gauges		

***Performance objectives are abbreviated in this section, see performance objectives listing for COMPLETE objective (pg 3-6).**

USING THE CONTENT OUTLINE

The Content Outline is designed to help teachers in planning instruction in the Supermarket Careers curriculum. The content included in this section is considered what should be presented in order to meet the performance objectives. Teachers are free to expand or condense the content covered in order to meet the needs of the students, the local program and the local employers.

The instructional materials and strategies column is for use by the teacher in planning instruction. The materials and strategies listed are suggested means to teach the content. Several of the strategies and materials listed overlap in content covered. This is purposeful so teachers can select from a variety to fit their teaching style and to reinforce instruction.

The content outline can be used in any order. The topics are not prerequisite to one another and can be sequenced as desired. The first three topics: safety, communications and human relations, lead into the department topics and should be taught first.

It is assumed that teachers are familiar with the content. If additional information is needed, please refer to the resources section of this curriculum guide. Several up-to-date resources are listed as background material for teachers and sources of additional instruction.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 1: SAFETY	
A. General Safety	- Safety Vocabulary list and student activity.
1. Emergencies	- Safety Vocabulary Matching student activity and key. - Safety puzzle activity and key. Discuss with class emergency procedure in your classroom: * where the exits are * what to do in a fire * who to contact * other emergencies
2. Safety in the classroom	As a class, develop safety rules (in student's own words).
B. Personal Safety	
1. Lifting and handling stock - back straight - lift with legs	Demonstrate and practice lifting boxes using proper lifting techniques. - Student handout/transparency master (TM) SAFE LIFTING - ALONE. - Student handout/TM SAFE LIFTING - TOGETHER.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 1: SAFETY (CONT.)	
2. Use of equipment - case cutters - wrap dispensers - carts - other	- Demonstrate and have students practice safe use of equipment appropriate for the department they are working in.
3. Personal safety equipment - hard shoes for protection - gloves for protection (meat, frozen foods & in other areas for sanitation) - hard hat (meat dept)	- Student handouts/TM GLOVES AND SHOES and HARD HAT. - Discuss the value of personal safety equipment on the job.
4. Identification and use of hazardous materials	- Students need to know that many of the chemicals (cleaning supplies, etc.) they handle can be hazardous to their health. Discuss and demonstrate proper handling of any chemical. Show students how to read a label.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 2: COMMUNICATIONS	
A. Interpersonal	
1. Employee - customer	- Have students role play being the customer and employee as an introduction to employee-customer communication. - Use student handout YOU CAN HELP THE CUSTOMER - Use student handout WORKING WITH CUSTOMERS to start a discussion about employee-customer communication.
2. With other employees	- Have a weekly or daily "staff" meeting with the class.
3. With the supervisor	- Use role play to work through situations involving employee-supervisor communications (see strategies).

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 3: HUMAN RELATIONS	
A. Self Awareness	- Use student activities WHAT ARE YOU LIKE? and WHAT DO YOU LIKE TO DO?.
B. Team Building	- See strategies.
C. Developing Positive Work Attitudes	
D. Presenting Yourself	
1. Personal grooming	- Student handout/TM DRESSING FOR THE JOB.
TOPIC 4: FRONT END GENERAL	
A. Introduction To The Front End	
1. Functions	
- Promotion - Customer service - Checking orders - Others	- Discuss with students what activities and operations take place in the front end.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 4: FRONT END GENERAL (CONT.)	
2. Personnel - Front end manager - Cashier - Bagger - Porter - Other	- With students develop a list of activities and responsibilities for each of the front end personnel.
3. Activities - Cashiering - Security - Bagging - Housekeeping - Customer relations - Displaying promotional material	- Visit a supermarket front end to see what activities are happening there.
4. Equipment and Facilities - Check stand - Cash register - Scanner - Bagging deck - Display areas - Office - Supply and storage areas	- Student Handout/TM STOREFRONT WINDOW DISPLAYS. - See strategies.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 4: FRONT END GENERAL (CONT.)	
B. Operations	- Use TMS/Handouts LOADING A PAPER BAG 1-3 to show students loading a paper bag.
1. Bagging an order	
2. Bag restock	- Have students practice loading real paper and plastic bags.
3. Housekeeping	
4. Displaying promotional materials	- Demonstrate and practice front end housekeeping.
5. Assisting customers	
C. Other Activities	
1. Managing carts	- Use student handout/TM WAYS ORDERS LEAVE THE STORE.
2. Carry-out	
3. Pick up stations	
4. Other	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER	
A. Personal Qualities of Cashier (Checker):	
1. Personal appearance	- Use student handout DRESSING FOR THE JOB (See Human Relations).
a. neat and clean	
b. professional looking	- Use role play situations to practice personal qualities of the cashier (see strategies).
c. no extreme hairstyles, jewelry, etc.	
d. wear proper uniform & name tag	
2. Personality	
a. friendly	- See strategies.
b. helpful	
c. caring	
d. courteous	
3. Attitude	
a. business like	
b. positive	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
4. Accuracy	- See teaching information sheet EYE DRILLS for more information.
a. competent	
b. knowledge/skills to do the job	- Use student activity EYE DRILLS to practice skills.
B. Customer Relations	
1. Cashier has most contact with customer	
a. friendly greeting	- Use student activity YOU AND THE CUSTOMER and discuss and practice greeting and serving customers.
b. courteous service	
c. a "thank you" at end of transaction	
2. Cashier represents the store	
3. Cashiers should show positive attitude	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
C. Register Operations	
1. Use of scanner	- Student activity sheet/TM UNIVERSAL PRODUCT CODE.
a. UPC	
b. Zero Suppression Code	- Student handout/TM ZERO SUPPRESSION SYMBOL.
c. operation	
2. Departmental ringing	- Some stores may not have scanner or certain items are registered manually. Have students practice departmental ringing.
3. Handling taxable items (will vary from state to state)	- If no scanning, may need to enter tax code "rule of thumb": IF YOU CAN'T EAT IT - IT IS TAXABLE.
4. Overring procedure	- Will vary from store to store. Generally will involve notifying the front end manager and some record-keeping (control sheet).

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
5. Change making	
a. understanding money	- Use student handout and student worksheet ROLL OF COINS to learn dollar value of rolled coins. Use actual rolled coins and "greenbacks" (SEE MASTERS ATTACHED) to practice money skills.
b. arithmetic calculations	- Use the MAKING CHANGE GAME to practice making change and handling money. NOTE: See TEACHER INFORMATION on this game
c. steps in collecting for purchases and making change	- Student handout STEPS IN COLLECTING FOR PURCHASES - practice using this procedure for making change. Have students take turns being the cashier and the customer.
d. organizing money	
6. Handling checks	
a. according to store policy	

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: (CONT.) FRONT END CASHIER	
b. types of checks accepted -personal -payroll -refund -other	- Check handling is dictated by store policy. In some stores all checks are handled by the Customer Services Department. In other stores cashiers handle this transaction with manager approval.
c. essential information required	
-name of party issuing check	* OPTIONAL ACTIVITY: HOW TO WRITE A CHECK handout and student activity.
-address	
-phone number (including area code)	
-check number	- Store policy may not accept checks with low numbers. Low number checks indicate a new account. Specific store policy may differ on this point.
-amount, numerical and written amount must correspond on check	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
d. identification	
-valid identification	
-store check cashing card	
7. Handling food stamps	
a. food items only	
b. restrictions	
-undetached from book at time of purchase (except $1.00 coupons)	- Store policy will determine specific handling of food stamps. Students should practice separating orders and giving "food stamp" change in this type of transaction.
-change in cash up to one dollar ($1.00)	
-change greater than one dollar get loose one dollar stamps	
c. separating order (only with mechanical registers)	
-food stamps	
-non-food stamps	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
8. Handling coupons	
a. company/store coupons	- Have students bring in examples of different types of coupons from their local newspaper, circular or magazine. (See strategies.)
-appear in store advertisement	
-two types: a) reduced price - this amount is rung up instead of regular price and b) "cents-off" coupons-the item is rung up at the price marked and the value of the coupon is subtracted.	
b. manufacturers coupons	
-provided by manufacturer	
-offers reduction to store price	
-limited life, includes expiration date	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
-responsibility of cashier to determine if offer is current	- Make a display in class of each type of coupon.
-coupons handled as cash	- See strategies.
D. Bagging Procedure 1. Paper 2. Plastic	- Use student handouts/TMs (3) to show loading a paper bag. Have students practice loading real paper and plastic bags.
E. Security and Handling Money	
1. Pick-ups - periodic pick up of money from cashiers for security reasons 2. Cashier control sheet - use to monitor flow of money during time cashier is on duty 3. Other precautions	- Security policies and procedures will vary with each store. Important to stress the serious role the cashier plays in handling the stores' profit.
F. Knowledge of Store Departments	
1. Cashiers should know the overall operation of the store	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 5: FRONT END CASHIER (CONT.)	
2. Be familiar with function and products or services of each department	- Take students (cashiers) on tour of store and explain function of each department.
3. Better able to serve the customer	
4. Better able to serve the company	
G. Cashier Evaluation	- Use SAMPLE CASHIER RATING SHEET or other evaluation tool to give students feedback on their performance as a cashier.
TOPIC 6: PRODUCE	
A. Introduction to Produce Department	
1. Definitions	- Produce vocabulary list and student activity.
2. Functions of Department	- Produce vocabulary puzzle and key.
3. Personnel	- Tour a produce department of a local supermarket to observe the activities, personnel, services and products in the department.
4. Activities	

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 6: PRODUCE (CONT.)	
B. Handling Produce	
1. General principles	
a. perishable items	
b. handle with care	
2. Receiving	
a. unloading deliveries from warehouse or truck	- Stress safety, proper lifting techniques and careful handling of produce.
b. open boxes/crates for preparation or display	- Stress safety when cutting open cases.
3. Preparation	- Have students practice preparing produce for display.
a. some items may require preparation (i.e. trimming, grading, washing and/or packaging)	- Student activity TYPES OF PRODUCE PACKAGING.
b. weighing produce	
4. Displaying produce	- Student activity/TM DISPLAY AREAS OF THE PRODUCE DEPARTMENT.
a. types of displays	
b. types of produce	- Produce word search w/key.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 6: PRODUCE (CONT.)	
5. Maintaining produce displays	
a. sprinkling	- See strategies.
b. identifying spoilage	
c. icing	
d. restocking	
e. others	
6. Salad bars	
a. sanitation aspect	- Student handout/TM SALAD BARS.
b. personnel	
c. perishable nature	
d. customer service	
7. Reconditioning	
a. trimming	
b. repackaging	
c. other	
8. Disposal of produce	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 6: PRODUCE (CONT.)	
C. Housekeeping	- Stress that all areas of produce department should be kept clean for sanitation reasons and since produce is perishable and sold fresh. Customers also prefer a clean store to shop in.
1. In display area	
a. racks	
b. floor	
c. overall	
2. In backroom	
a. work area	
b. coolers	
c. receiving	
d. other/overall	
TOPIC 7: GROCERY	
A. Introduction to Grocery Department	
1. Definitions	- Grocery vocabulary list and student activity.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 7: GROCERY (CONT.)	
2. Function of department	- Grocery word search and key.
3. Personnel	
4. Activities	- Visit a supermarket grocery department to observe the activities, personnel and products in this department.
B. Grocery Handling (General Principles)	
1. Food	
2. Non-food	
3. Receiving	
4. Stocking	
5. Rotating	
C. Pricing Groceries	
1. Using pricing gun	- Demonstrate proper use of pricing gun. Have students practice.
2. Shelf pricing	
3. Unit pricing	

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 7: GROCERY (CONT.)	
D. Stocking Shelves	
1. Displaying products a. types of display fixtures b. types of shelving	- Use student handout/TM TYPES OF GROCERY SHELVING.
2. Blocking and facing shelves 3. Rotating stock	- Have students practicing blocking shelves to the back and front (facing) and rotating grocery stock.
E. Merchandising Groceries	
1. Introduction	
2. Types of Displays a. cut-case b. bulk c. extender d. end e. jumbled f. family grouping g. other	- Use student handouts/TMS GROCERY DISPLAY. - Cut-Case - Bulk - Extender - End - Jumbled - Family Grouping - Tie-In - Formal - Use student worksheet TYPES OF GROCERY DISPLAYS.
F. Housekeeping	- Practice housekeeping procedures in this department.

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 8: DAIRY	
A. Introduction to Dairy Department	
1. Definitions	- Dairy vocabulary list and student activity.
2. Functions of the department	- Tour a local dairy department specifically to look at the activities, personnel, services and products of the department.
3. Personnel	
4. Activities	
B. Handling Dairy Products	
1. General principles	
a. sanitation	
b. food safety	
c. highly perishable	
d. needs refrigeration	
2. Receiving and unloading	
a. keep refrigerated	- Have students practice dating and coding "dummy" products.
b. careful handling	
c. date code incoming stock	
d. proper storage	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 8: DAIRY (CONT.)	
3. Stocking and rotation	
a. short shelf life	
b. sell by dates	
c. FIFO rotation	
4. Equipment	
a. dairy cases	
-front loading	- TM/handout FRONT LOADING DAIRY CASE and REAR LOADING DAIRY CASE.
-rear loading	
b. temperature and gauge	
C. Products in the Dairy Department	
1. Dairy products	- Student activity PRODUCTS IN THE DAIRY DEPARTMENT.
a. (fluid) milk/products	
b. cream cheese and dips	- Use DAIRY CASE handout to show the variety of products sold in this department.
c. natural cheeses	
d. processed cheese	- Student activity TYPES OF DAIRY PRODUCTS.
e. butter	- Dairy Products word search and key.
f. yogurt	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 8: DAIRY (CONT.)	
2. Other products	
a. eggs	
b. ready to bake	
c. delicatessen items	
D. Liquid Measurement	
1. Standard units	
2. Common volumes of dairy products	- LIQUID MEASUREMENT handouts (2) and activity sheets (4) with key.
a. fluid ounces	
b. cups	
c. pints	
d. quarts	
e. half gallons	
f. gallons	
TOPIC 9: FROZEN FOODS	
A. Introduction to Frozen Food Department	- Visit a Frozen Foods department to look specifically at the personnel, activities, products and services of this department.
1. Definitions	
2. Functions of the department	

SUPERMARKET CAREERS

CONTENT OUTLINE

CONTENT	INSTRUCTIONAL STRATEGIES AND MATERIALS
TOPIC 9: FROZEN FOODS (CONT.)	
3. Personnel	
4. Activities	
B. Handling Frozen Foods	
1. General principles	
a. safety	
b. keep foods frozen	
c. 0 to -20 degrees	
2. Receiving	
a. date-coding	
3. Stocking and rotation	
a. FIFO	
b. handle in small batches to keep frozen	
c. food below loadline	- Handout/TM FREEZER LOADLINE.
4. Special equipment	- Handout/TM FROZEN FOODS DEPARTMENT.
a. freezers	
b. temperature gauge	
5. Housekeeping	
C. Products in the Frozen Food Department	- See strategies.

LISTING OF INSTRUCTIONAL MATERIALS

TOPIC 1: SAFETY

Student Materials - Worksheets and Handouts:

- Vocabulary Definitions 44
- Vocabulary Worksheet 45, 46
- Vocabulary Matching (w/key) 47, 48
- Safety Puzzle (w/key) 49, 50
- Safe Lifting (Alone and Together)* 51, 52
- Gloves and Shoes* 53
- Hard Hat* 54

* Also can be used as a transparency master (TM)

TOPIC 2: COMMUNICATIONS

Student Materials - Worksheets and Handouts:

- You Can Help the Customer 55, 56
- Working with Customers 57

TOPIC 3: HUMAN RELATIONS

Student Materials - Worksheets and Handouts:

- What Are You Like? 58
- What Do You Like To Do? 59
- Dressing for The Job* 60

* Also can be used as a transparency master (TM)

TOPIC 4: FRONT END - GENERAL

Student Materials - Worksheets and Handouts:

- Store Front Window Display* 61
- Loading a Paper Bag (3 Handouts)* 62-64
- The Ways Orders Leave the Store* 65

* Also can be used as a transparency master (TM)

TOPIC 5: FRONT END - CASHIER

Student Materials - Worksheets and Handouts:

- Dressing For the Job* (See Topic 3: Human Relations) 60
- Eye Drills 66-70
- You and the Customer 71
- Universal Product Code* (2) 72,73
- Zero Suppression Symbol* 74
- Rolls of Coins* 75

TOPIC 5: FRONT END - CASHIER (CONT.)

- Rolls of Coins Worksheet 76
- Steps in Collecting for Purchases* 77
- Parts of a Check* 78
- How to Write a Check 79
- Writing a Check Worksheet 80
- Loading a Paper Bag (3 Handouts)*
  (See Topic 4: Front End - General) 62-64

* Also can be used as a transparency master (TM)

Other Materials:

- Making Change Game 81-92
  - Teacher Information 81
  - "Greenbacks" 82-85
  - Student Activity Sheets 86-91
- Sample Cashier Rating Sheet 92

TOPIC 6: PRODUCE

Student Materials - Worksheets and Handouts:

- Vocabulary Definitions 93
- Vocabulary Worksheet 94, 95
- Produce Vocabulary Puzzle (w/key) 96, 97
- Types of Produce Packaging 98
- Display Areas of the Produce Department 99, 100
- Produce Word Search (w/key) 101, 102
- Salad Bars* 103

* Also can be used as a transparency master (TM)

Other Materials:

- Display Areas of the Produce Department
  transparency master (TM) 99, 100

TOPIC 7: GROCERY

Student Materials - Worksheets and Handouts:

- Vocabulary Definitions . . . 104
- Vocabulary Worksheet . . . 105, 106
- Grocery Word Search (w/key) . . . 107, 108
- Types of Grocery Shelving* . . . 109
- Grocery Display . . . 110-117
  - Cut-case . . . 110
  - Bulk . . . 111
  - Extender . . . 112
  - End . . . 113
  - Jumbled . . . 114
  - Family Grouping . . . 115
  - Tie-In . . . 116
  - Formal . . . 117
- Types of Grocery Displays (Matching Activity) (w/key) . . . 118, 119

* Also can be used as a transparency master (TM)

TOPIC 8: DAIRY

Student Materials - Worksheets and Handouts:

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- Vocabulary Worksheet . . . 121
- Front Loading Dairy Case* . . . 122
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- Products in the Dairy Department . . . 124
- Dairy Case Handout . . . 125
- Dairy Products Word search (w/key) . . . 126, 127
- Types of Dairy Products . . . 128
- Liquid Measurement* (2) . . . 129, 130
- Liquid Measurement Activities (3) . . . 131-133
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* Also can be used as a transparency master (TM)

TOPIC 9: FROZEN FOODS

Student Materials - Worksheets and Handouts:

- Freezer Loadline . . . 136
- Frozen Foods Department . . . 137

SUPERMARKET CAREERS GLOSSARY . . . 138-142

OPERATION MANUAL

SAFETY VOCABULARY

ACCIDENT	An event occurring by chance or through carelessness.
EMERGENCY PROCEDURES	Set plan of action to follow in an emergency.
FIRE EXTINGUISHER	Something that puts out a fire; usually chemicals in a canister.
FIRST AID	Emergency care given to a sick or hurt person before regular medical care can be given.
FLAMMABLE	Burnable; easy to start burning.
HYGIENE (PERSONAL)	Personal cleanliness and grooming leading to health.
PERSONAL SAFETY EQUIPMENT	Equipment worn or used to protect oneself from accidents or getting hurt.
PREVENTION	To keep from happening (example: stopping or preventing accidents).
PROTECTION (EYE, EAR, ETC.)	To shield from getting hurt.
SAFETY	Concerned with being free from accidents.
TOXIC	Poisonous.
VENTILATION	Circulation or movement of air; a system for providing fresh air.

NAME ______________________

SAFETY VOCABULARY

DIRECTIONS: DEFINE EACH OF THE WORDS IN THE LIST BELOW. WRITE THE MEANING AFTER EACH WORD.

ACCIDENT -

EMERGENCY PROCEDURES -

FIRE EXTINGUISHER -

FIRST AID -

FLAMMABLE -

HYGIENE (PERSONAL) -

NAME ____________________

SAFETY VOCABULARY CONTINUED

PERSONAL SAFETY EQUIPMENT -

PREVENTION -

PROTECTION (EYE, EAR, ETC.) -

SAFETY -

TOXIC -

VENTILATION -

OPERATION
MANUAL

NAME ____________________

SAFETY VOCABULARY MATCHING

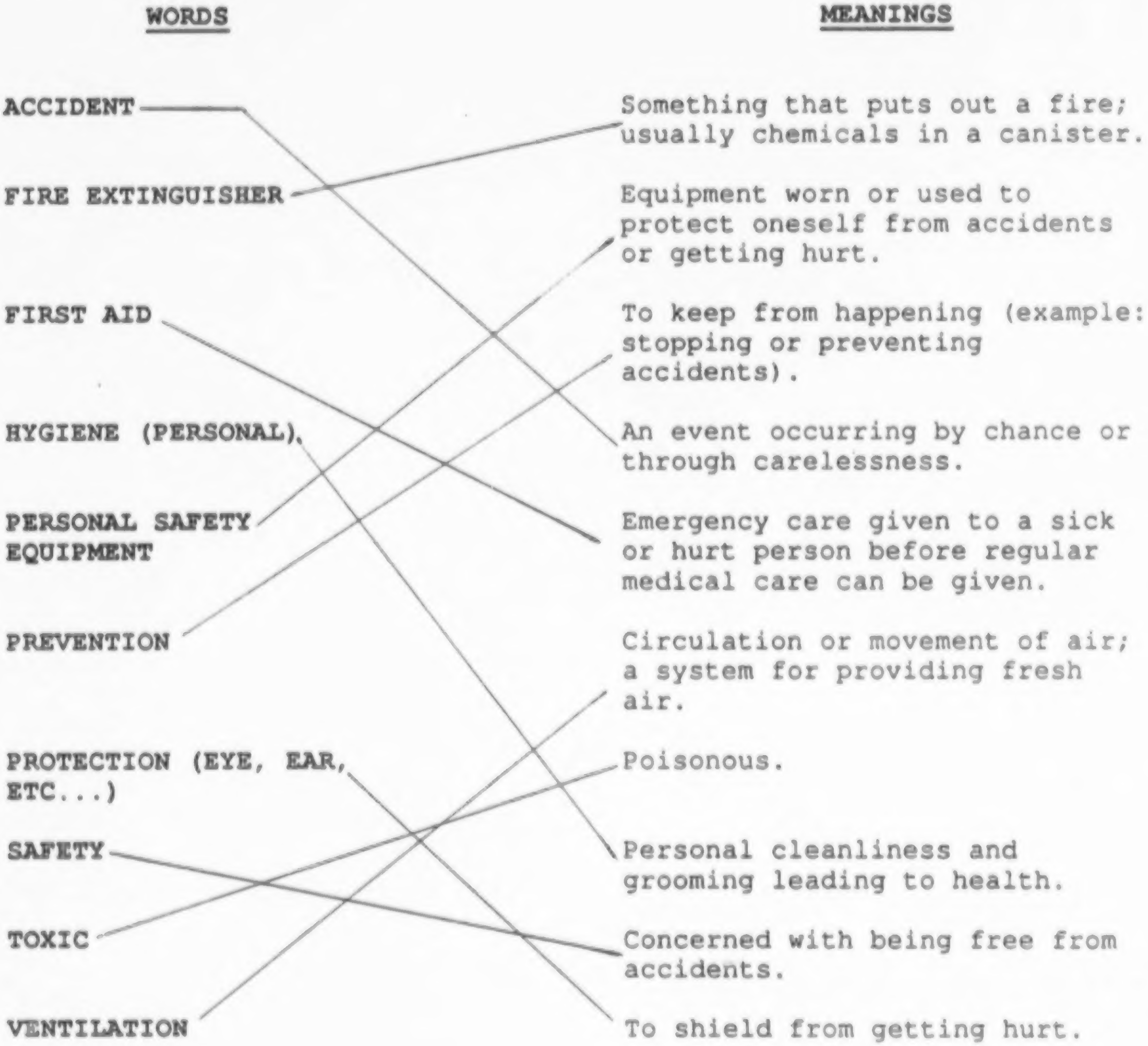
DIRECTIONS: **MATCH** THE WORD ON THE **LEFT** TO THE CORRECT MEANING ON THE **RIGHT**. **DRAW A LINE** BETWEEN THE WORK AND THE CORRECT MEANING.

WORDS	**MEANINGS**
ACCIDENT	Something that puts out a fire; usually chemicals in a canister.
FIRE EXTINGUISHER	Equipment worn or used to protect oneself from accidents or getting hurt.
FIRST AID	To keep from happening (example: stopping or preventing accidents).
HYGIENE (PERSONAL)	An event occurring by chance or through carelessness.
PERSONAL SAFETY EQUIPMENT	Emergency care given to a sick or hurt person before regular medical care can be given.
PREVENTION	Circulation or movement of air; a system for providing fresh air.
PROTECTION (EYE, EAR, ETC...)	Poisonous.
SAFETY	Personal cleanliness and grooming leading to health.
TOXIC	Concerned with being free from accidents.
VENTILATION	To shield from getting hurt.

ANSWER KEY

SAFETY VOCABULARY MATCHING

DIRECTIONS: **MATCH** THE WORD ON THE **LEFT** TO THE CORRECT MEANING ON THE **RIGHT**. **DRAW A LINE** BETWEEN THE WORK AND THE CORRECT MEANING.



WORDS

ACCIDENT

FIRE EXTINGUISHER

FIRST AID

HYGIENE (PERSONAL)

PERSONAL SAFETY EQUIPMENT

PREVENTION

PROTECTION (EYE, EAR, ETC...)

SAFETY

TOXIC

VENTILATION

MEANINGS

Something that puts out a fire; usually chemicals in a canister.

Equipment worn or used to protect oneself from accidents or getting hurt.

To keep from happening (example: stopping or preventing accidents).

An event occurring by chance or through carelessness.

Emergency care given to a sick or hurt person before regular medical care can be given.

Circulation or movement of air; a system for providing fresh air.

Poisonous.

Personal cleanliness and grooming leading to health.

Concerned with being free from accidents.

To shield from getting hurt.

NAME ____________________

SAFETY PUZZLE

DIRECTIONS: FILL IN THE BLANKS OF THE PUZZLE WITH SAFETY TERMS. ONE LETTER AND CLUES ARE GIVEN TO HELP YOU. USE THE WORD LIST FOR SPELLING.

1. _ _ _ S _ _ _ _
2. A _ _ _ _ _ _ _
3. _ _ F _ _ _
4. _ E _ _ _ _ _ _ _ _ _
5. T _ _ _ _
6. _ Y _ _ _ _ _

OPERATION
MANUAL

CLUES:

1. The first care given to a victim of an accident.
2. An event occuring by chance or through carelessness.
3. Being free of accidents.
4. Movement of air.
5. Poisonous.
6. Personal cleanliness and grooming.

SAFETY WORD LIST: (Some of the words below are answers to the puzzle.)

ACCIDENT
FIRE EXTINGUISHER
FIRST AID
HYGIENE
PREVENTION
SAFETY
TOXIC
VENTILATION

ANSWER KEY

SAFETY PUZZLE (BUBBLEGRAM)

DIRECTIONS: FILL IN THE BLANKS OF THE PUZZLE WITH SAFETY TERMS. ONE LETTER AND CLUES ARE GIVEN TO HELP YOU. USE THE WORD LIST FOR SPELLING.

1. FIRST AID
2. ACCIDENT
3. SAFETY
4. VENTILATION
5. TOXIC
6. HYGIENE

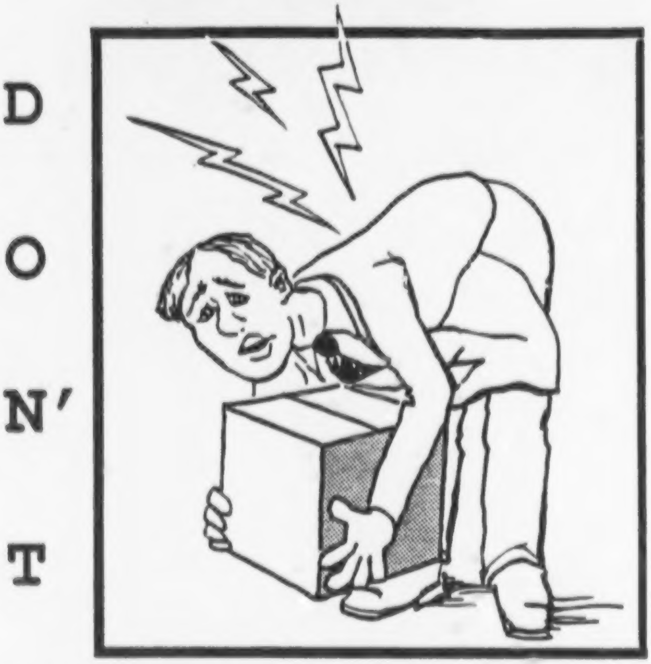
CLUES:

1. The first care given to a victim of an accident.
2. An event occuring by chance or through carelessness.
3. Being free of accidents.
4. Movement of air.
5. Poisonous.
6. Personal cleanliness and grooming.

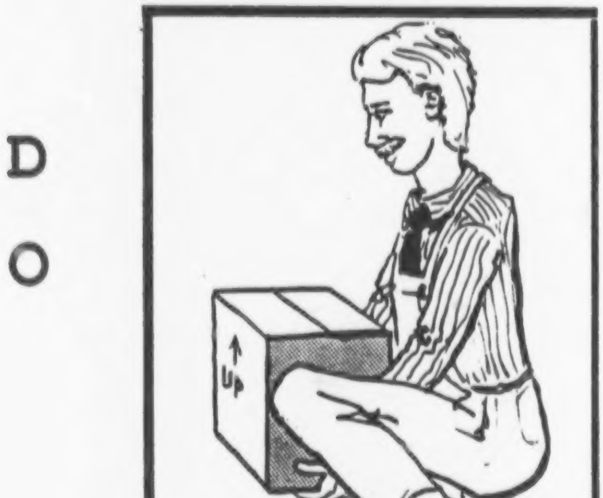
SAFETY WORD LIST: (Some of the words below are answers to the puzzle.)

ACCIDENT
FIRE EXTINGUISHER
FIRST AID
HYGIENE
PREVENTION
SAFETY
TOXIC
VENTILATION

SAFE LIFTING



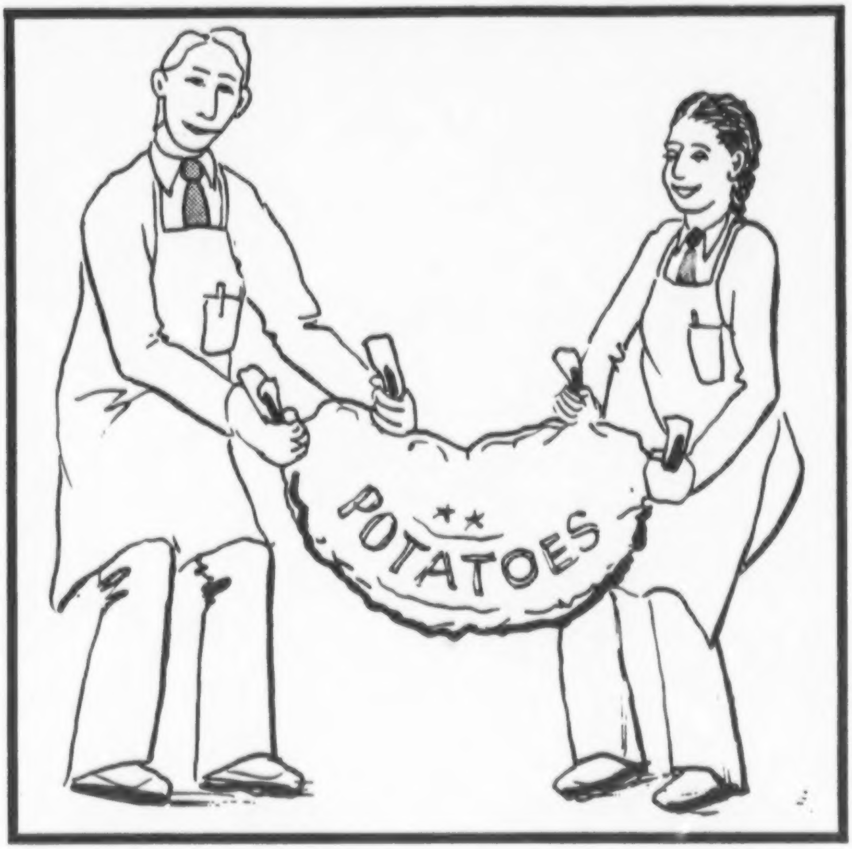
DON'T LIFT WITH WITH STRAIGHT LEGS; YOU COULD HURT YOUR BACK



DO LIFT WITH YOUR LEGS; BEND LEGS TO HELP WITH THE LOAD AND KEEP YOUR BACK STRAIGHT.

PRACTICE **SAFE** LIFTING IN YOUR CLASSROOM.

SAFE LIFTING

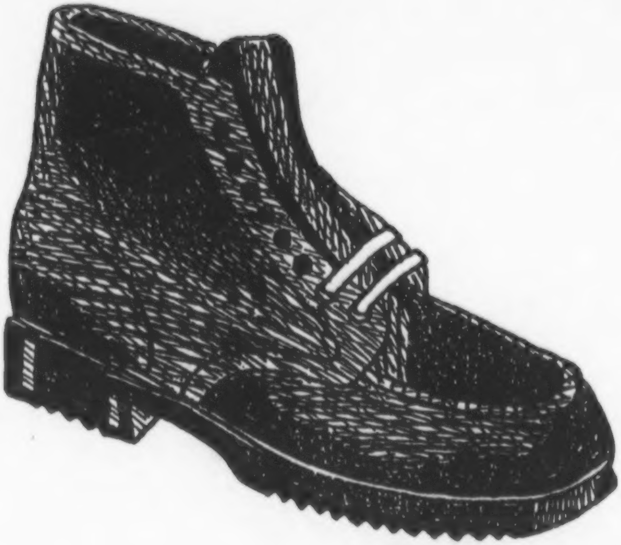


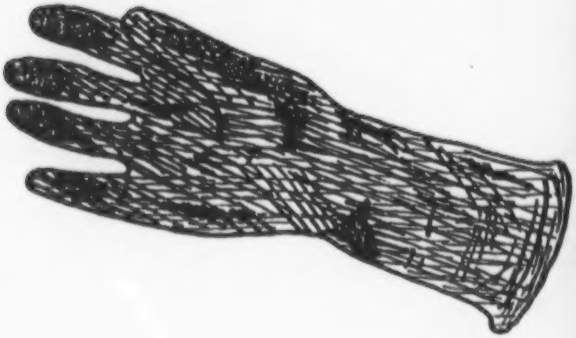
GET A FRIEND TO HELP LIFT HEAVY LOADS

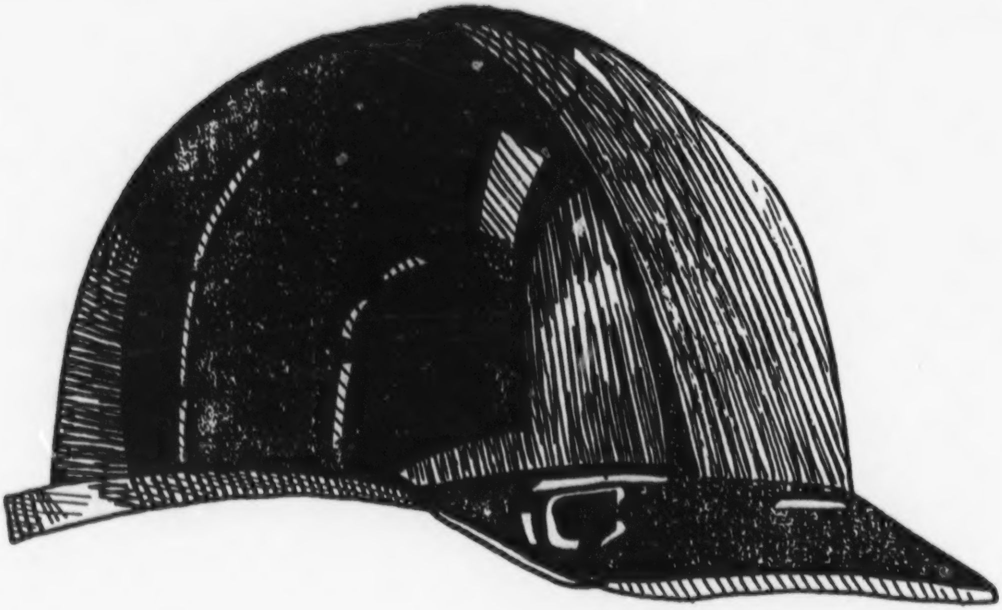
- KEEP YOUR KNEES BENT AND YOUR BACK STRAIGHT -

PRACTICE LIFTING WITH A FRIEND - ASK YOUR TEACHER TO SHOW YOU HOW

GLOVES AND HARD-TOED SHOES



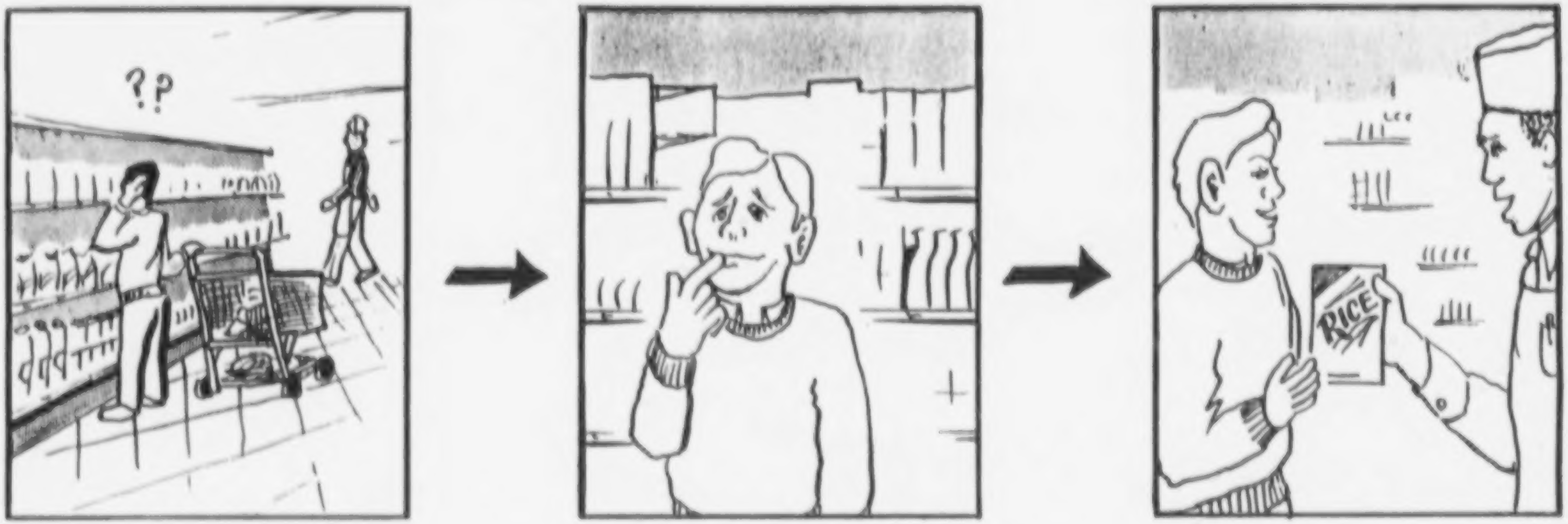




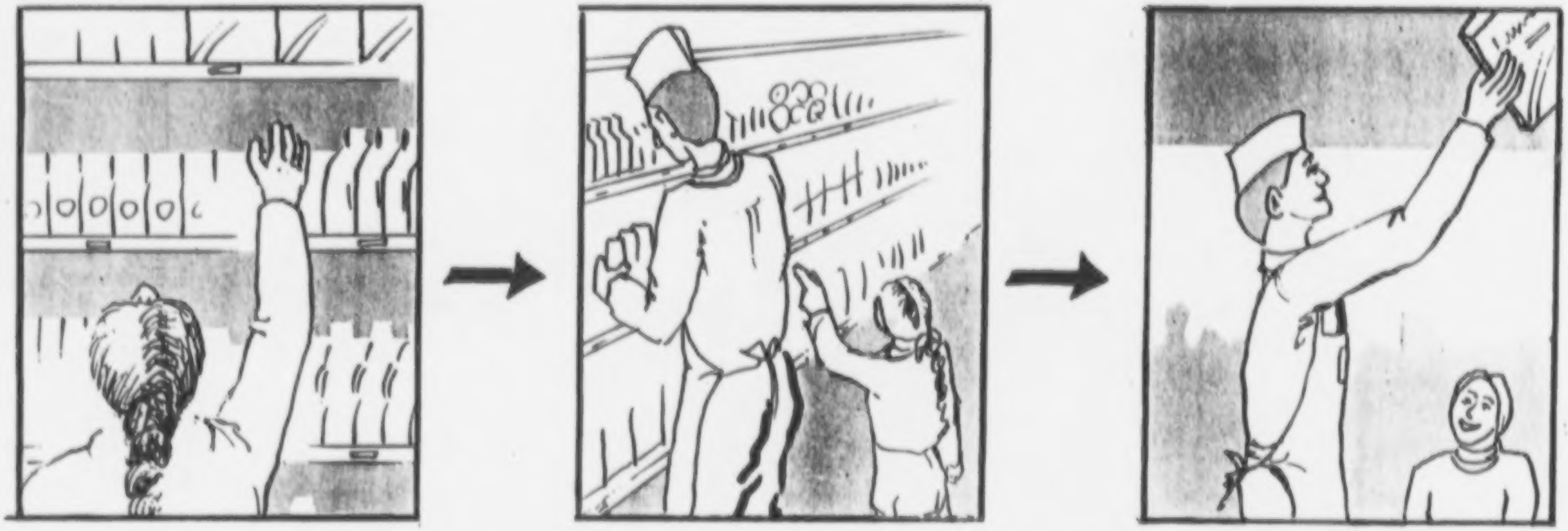
HARD HAT

NAME ______________________

HOW YOU CAN HELP THE CUSTOMER



BY HELPING A CUSTOMER FIND SOMETHING IN THE STORE

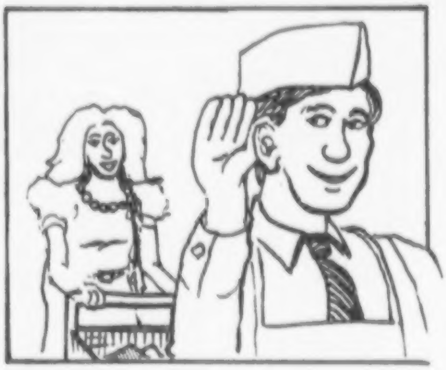


BY HELPING A CUSTOMER REACH AN ITEM

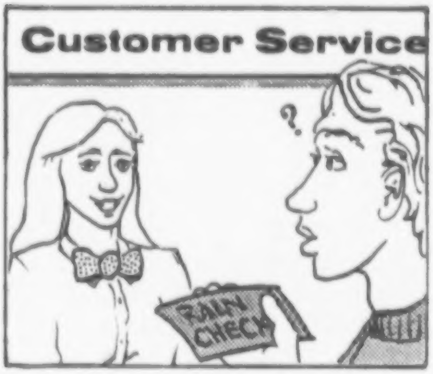
WHAT OTHER WAYS CAN YOU HELP THE CUSTOMER?

WORKING WITH CUSTOMERS

LISTEN TO WHAT THE CUSTOMER IS SAYING

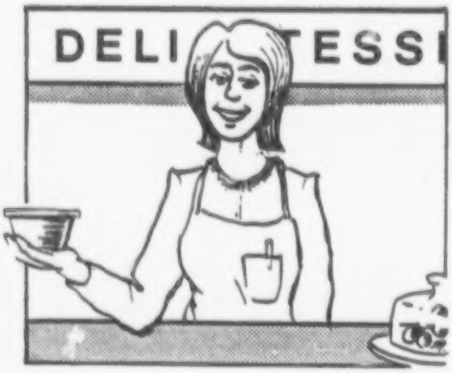


BE **HELPFUL** AND **FRIENDLY**



Customer Service
?
RAIN CHECK

SMILE AT THE CUSTOMER



NAME ______________________________

WHAT ARE YOU LIKE??

DIRECTIONS: Every person is different. Each person has special qualities. Read each quality listed below and check (✓) the box that is like you.

QUALITY	VERY MUCH LIKE ME	A LITTLE LIKE ME	NOT LIKE ME
GETS ALONG WITH OTHER PEOPLE			
IS WILLING TO HELP OTHERS			
IS HAPPY AND CHEERFUL			
CONTROLS TEMPER			
ENJOYS WORKING			
IS POLITE, HAS GOOD MANNERS			
LIKES TO SPEND TIME ALONE			
LIKES TO SPEND TIME WITH OTHER PEOPLE			
IS ABLE TO TAKE ORDERS FROM OTHERS			
ENJOYS SCHOOL			
LIKES ANIMALS			
SPEAKS OUT IN PUBLIC			

WHAT OTHER QUALITIES DO YOU HAVE? WRITE SOME HERE:

____

____

ADAPTED FROM YOU AND YOUR JOB, A.L. BERKEY & J.S. MCCASLIN, INSTRUCTIONAL MATERIAL SERVICES, CORNELL UNIVERSITY

88

NAME ____

WHAT DO YOU LIKE TO DO??

DIRECTIONS: WRITE 10 THINGS YOU LIKE TO DO.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

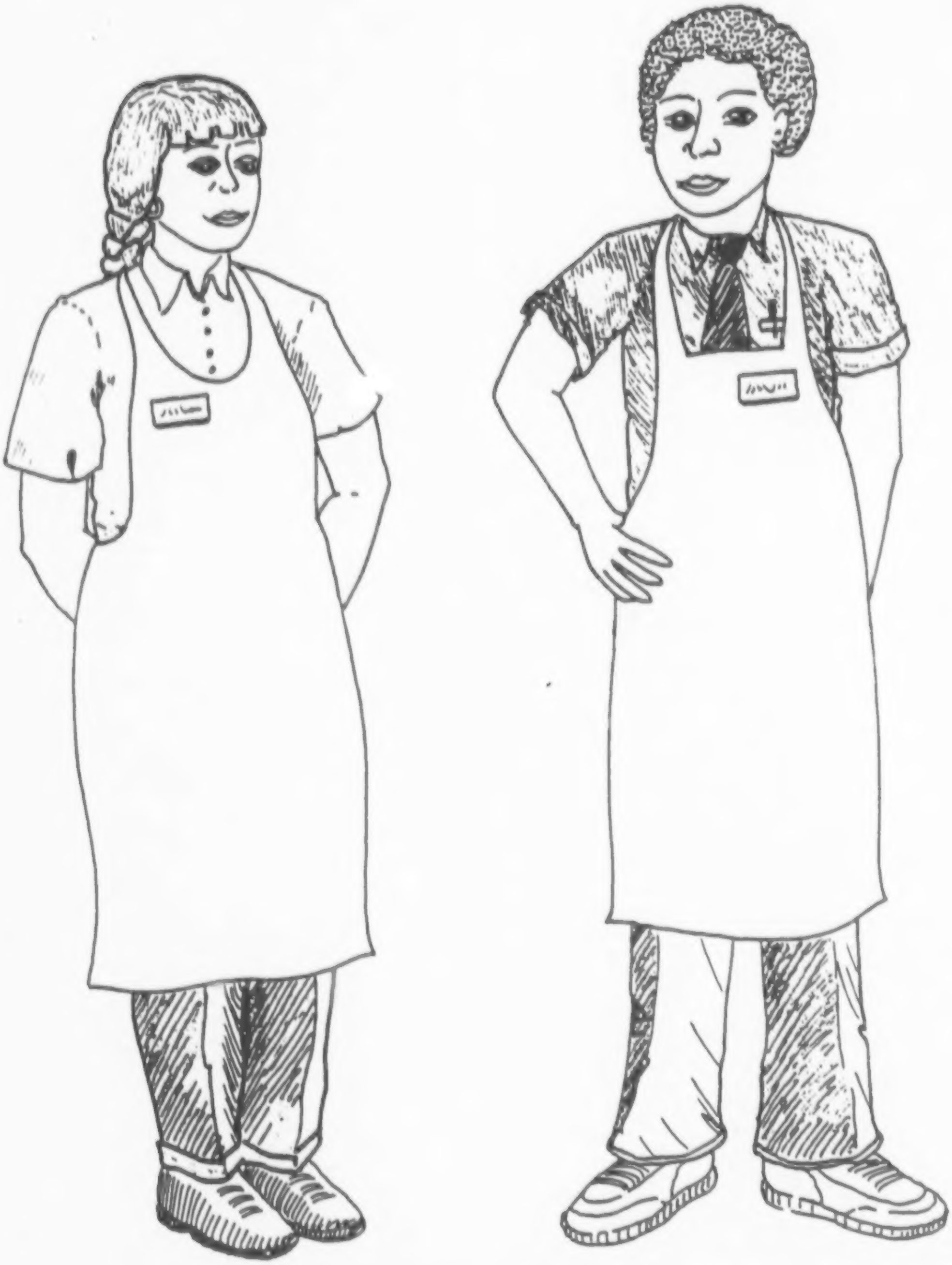
9. ____

10. ____

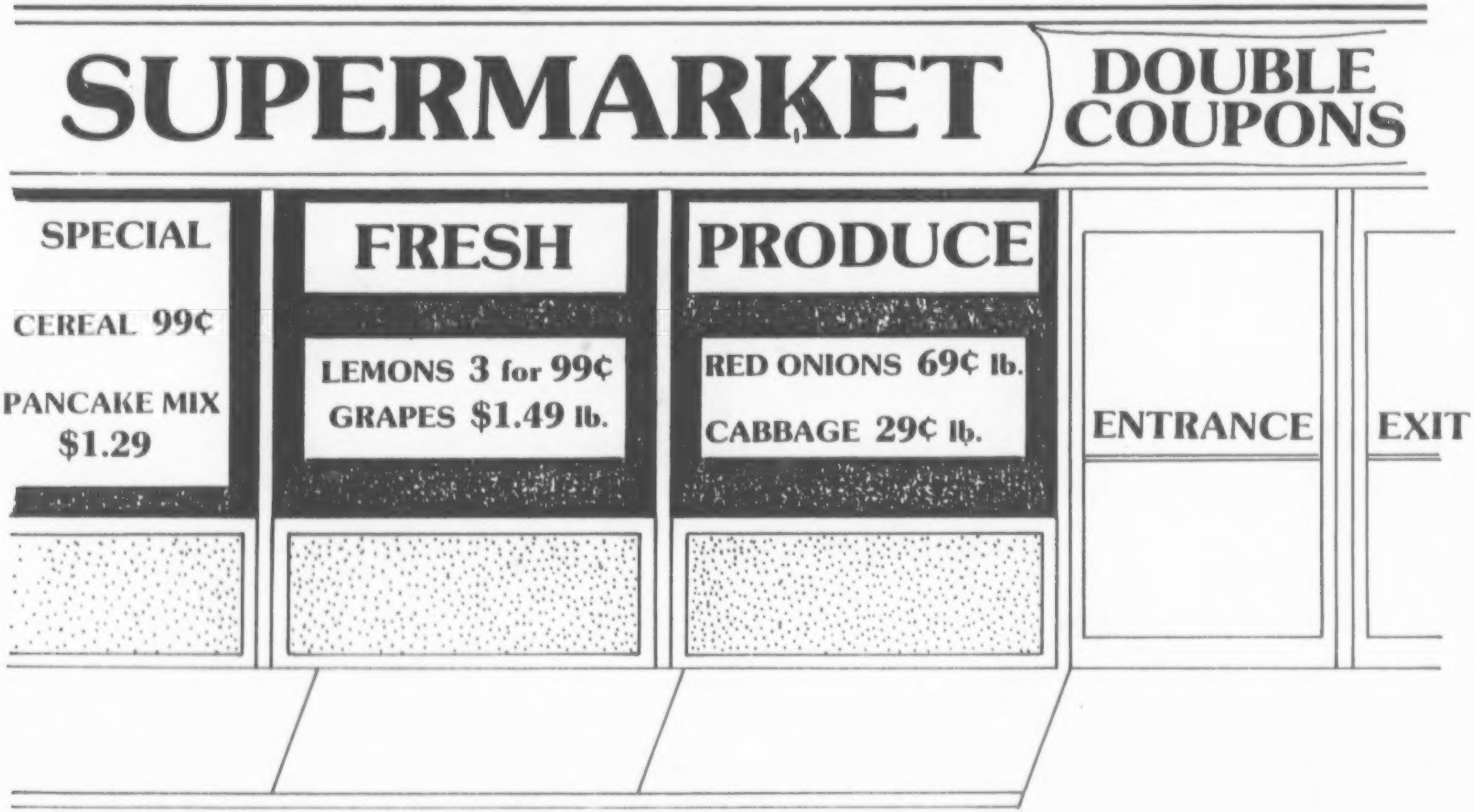
NOW, SHARE WITH A PERSON IN YOUR CLASS WHAT YOU LIKE TO DO. LISTEN TO WHAT HE/SHE LIKES TO DO. ARE THERE ANY THINGS YOU BOTH LIKE TO DO? ARE THERE DIFFERENT THINGS EACH OF YOU LIKES TO DO?

ADAPTED FROM YOU AND YOUR JOB, A.L. BERKEY & J.S. MCCASLIN, INSTRUCTIONAL MATERIAL SERVICES, CORNELL UNIVERSITY

DRESSING FOR THE JOB



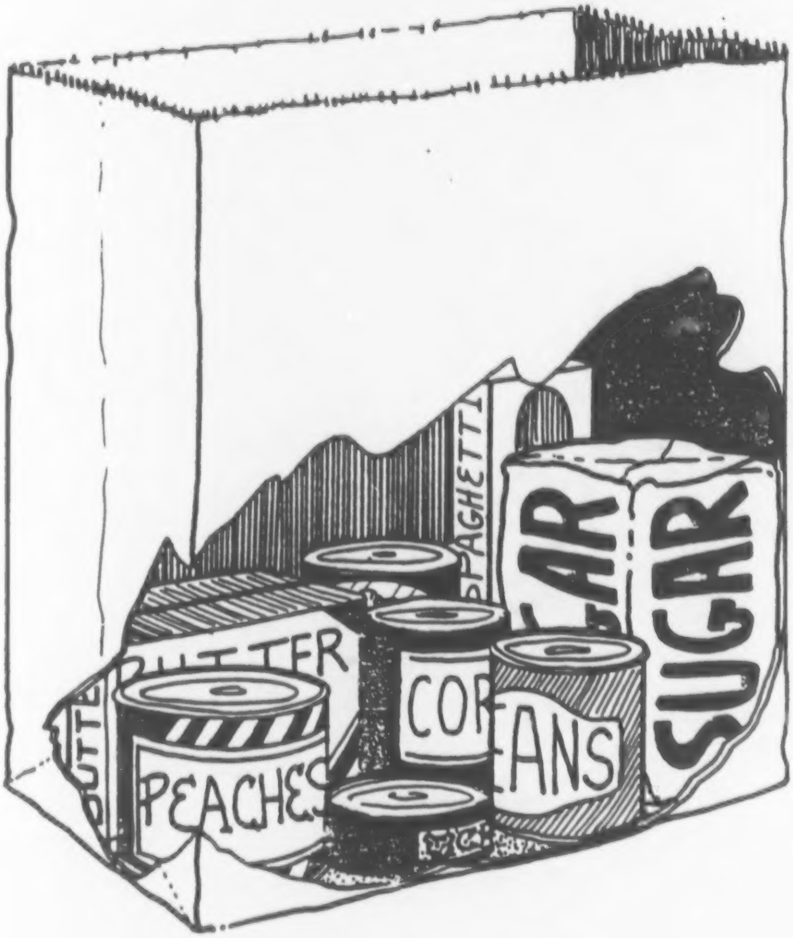
STOREFRONT WINDOW DISPLAY


SUPERMARKET
DOUBLE COUPONS
SPECIAL
CEREAL 99¢
PANCAKE MIX $1.29
FRESH
LEMONS 3 for 99¢
GRAPES $1.49 lb.
PRODUCE
RED ONIONS 69¢ lb.
CABBAGE 29¢ lb.
ENTRANCE
EXIT

91

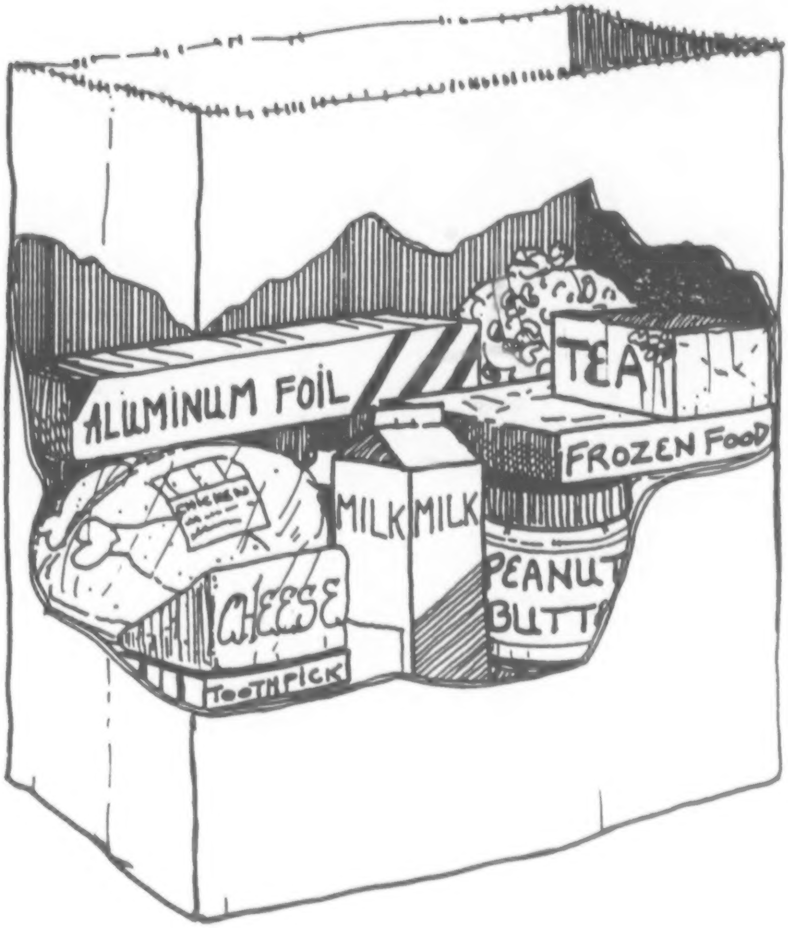
92

LOADING A PAPER BAG - 1


SPAGHETTI
SUGAR
SUGAR
BUTTER
BUTTER
CORN
BEANS
PEACHES

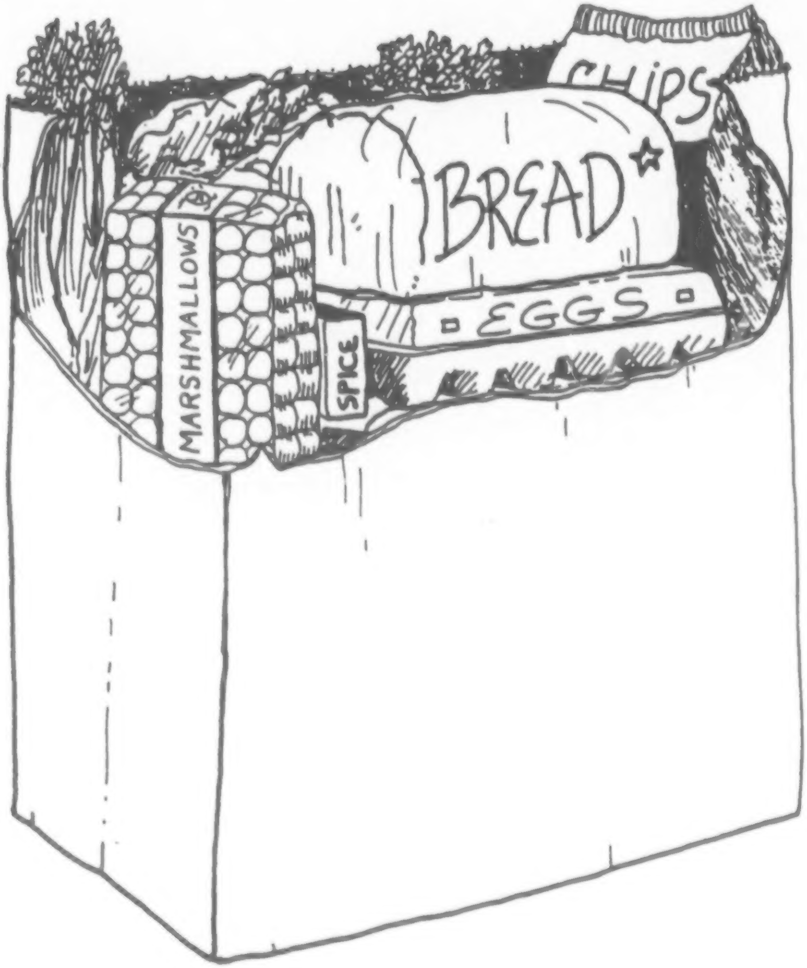
LOAD HEAVY ITEMS IN
THE BOTTOM OF THE BAG

LOADING A PAPER BAG - 2


ALUMINUM FOIL
TEA
FROZEN FOOD
CHICKEN
MILK
MILK
PEANUT
BUTT
CHEESE
TOOTHPICK

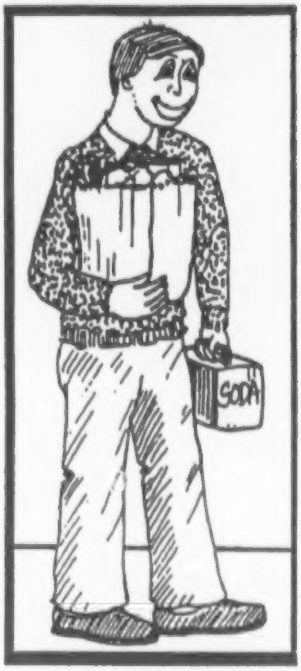
LOAD THE MIDDLE OF THE BAG
WITH BOTTLES, MEATS AND BOXES

LOADING A PAPER BAG - 3

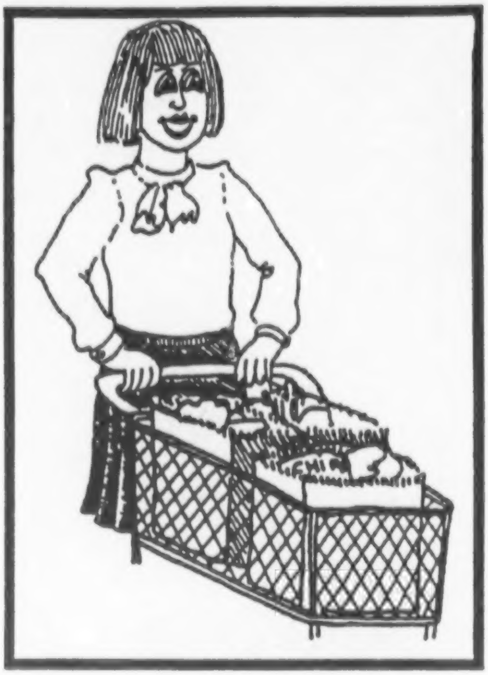

CHIPS
BREAD
MARSHMALLOWS
EGGS
SPICE

LOAD LIGHT AND BREAKABLE
ITEMS ON THE TOP

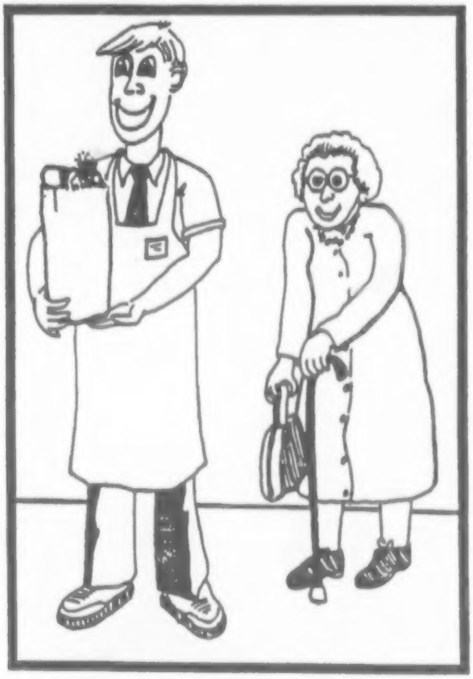
THE WAYS ORDERS LEAVE THE STORE



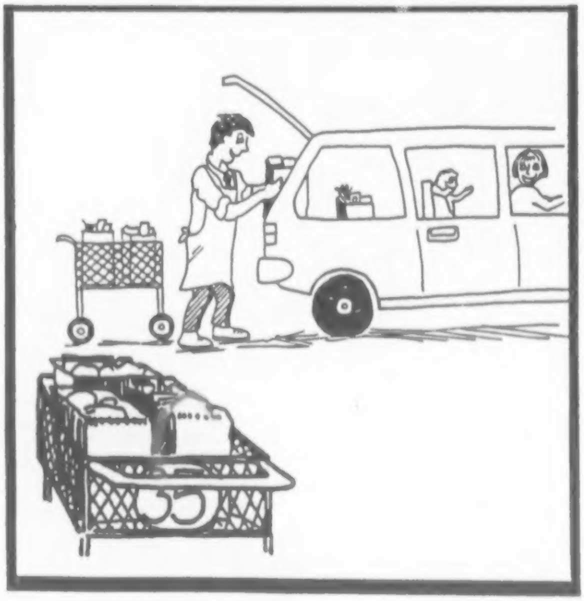
CUSTOMER CARRIES GROCERIES OUT



CUSTOMER TAKES GROCERIES OUT IN A CART



BAGGER CARRIES GROCERIES OUT FOR CUSTOMER



CUSTOMER DRIVES TO PICK-UP STATION TO GET GROCERIES

EYE DRILL

TEACHER INFORMATION SHEET

Good eye/hand coordination is a skill that a cashier must master. Included are a few sample "eye drills" to practice these skills.

Ultimately, a student should be able to do Eye Drill-1 type activities, discriminating between two columns of numbers in 2 (two) seconds per item or less.

Start by giving students the eye drills with 3 (three) seconds per item allowed. Read the directions aloud and then signal "START." For Drill-1 give students 2 (two) minutes to complete. Go on to Eye Drill-2. Try giving the student 3 (three) seconds per item or 63 seconds.

Try repeating these or similar drills weekly to increase the student's eye/hand coordination.

STUDENT ACTIVITY NAME ______________________________

EYE DRILL-1

THIS DRILL WILL HELP YOU LEARN TO QUICKLY READ NUMBERS, LETTERS AND COMBINATIONS OF NUMBERS AND LETTERS. THIS IS AN IMPORTANT SKILL NEEDED BY A CASHIER. THIS IS A TIMED DRILL. YOU SHOULD TRY TO GO AS FAST AS YOU CAN AND STILL GET THE RIGHT ANSWER. THINK OF IT AS A GAME.

DIRECTIONS: EACH SET OF NUMBERS (ONE ON RIGHT AND ONE ON LEFT) IS EITHER THE **SAME** OR **NOT THE SAME**. ON THE LINE BETWEEN THE NUMBERS WRITE AN **S** IF THE TWO ARE THE **SAME**, PUT AN **N** IF THEY ARE **NOT THE SAME**.

SET #1

68.38	__________	6838
1006	__________	1006
.604	__________	.604
29.68	__________	296.8
.044	__________	.044
8.29	__________	8.29
5.96	__________	5.98
2202	__________	2022
.38	__________	.38
.562	__________	.562
8.066	__________	8.006
37.76	__________	37.78
.03	__________	.30
255.2	__________	255.2
876.6	__________	8766.
20.01	__________	20.10
7.80	__________	7.80
2.89	__________	2.89
8.72	__________	8.71
4.44	__________	44.4

STUDENT ACTIVITY NAME ______________________

EYE DRILL-1

DIRECTIONS: EACH SET OF NUMBERS (ONE ON RIGHT AND ONE ON LEFT) IS EITHER THE **SAME** OR **NOT THE SAME**. ON THE LINE BETWEEN THE NUMBERS WRITE AN **S** IF THE TWO ARE THE **SAME**, PUT AN **N** IF THEY ARE **NOT THE SAME**.

SET #2

C1802	____________	C1802
22.71	____________	22.71
15.94	____________	15.49
55.40	____________	5540H
NNMO	____________	NMNO
GH286	____________	HG286
834NB	____________	843NB
883.5	____________	8835
6745V	____________	6745V
VNCR5	____________	VCNR5
22.61	____________	22.61
72.47	____________	74.27
27.76I	____________	27.78I
ZZIK	____________	ZZIK
MG7490	____________	NG7490
LLI76	____________	LLL76
99IG98	____________	99IG98
MML40	____________	LMM40
OP364G	____________	OPG364
IX.88A	____________	IX.88A

STUDENT ACTIVITY NAME ____________________

EYE DRILL-2

DIRECTIONS: LOOK AT THE LETTER-NUMBER COMBINATION IN COLUMN A AND WRITE THE **SAME** COMBINATION IN THE SPACE IN COLUMN B AS FAST AS YOU CAN.

COLUMN A	COLUMN B
88.441	____________________
8A.0432	____________________
188.89	____________________
TYX99.67	____________________
18.89	____________________
ACDD956PY	____________________
4.004	____________________
.7236	____________________
3N96.60	____________________

EYE DRILL-2 CONTINUED

DIRECTIONS: LOOK AT THE LETTER-NUMBER COMBINATION IN COLUMN A AND WRITE THE **SAME** COMBINATION IN THE SPACE IN COLUMN B AS FAST AS YOU CAN.

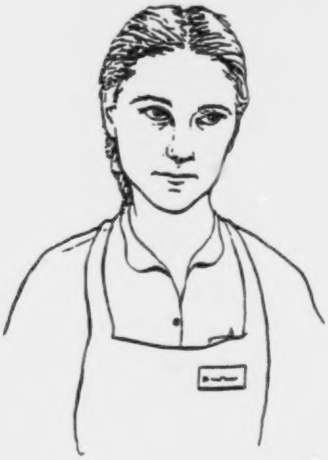
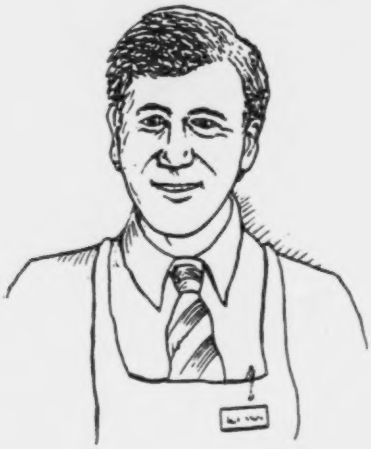
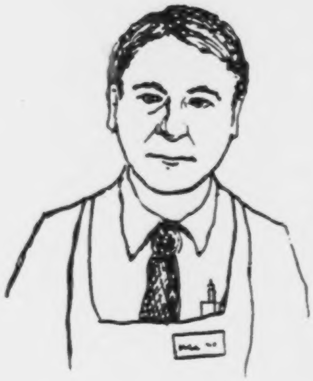
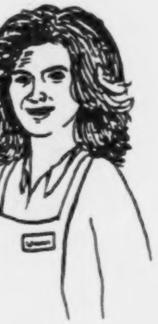
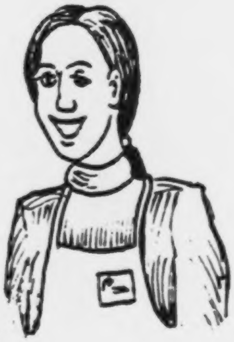
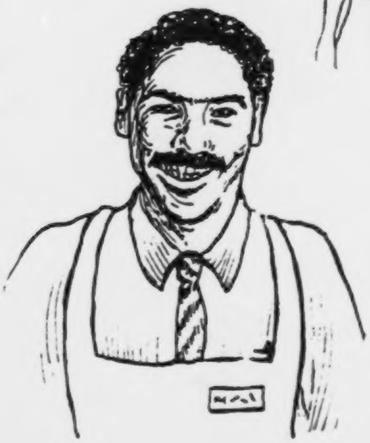
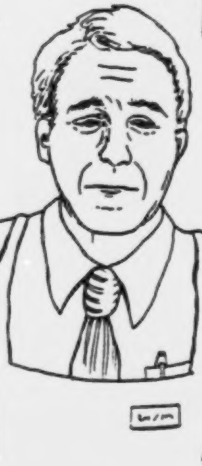
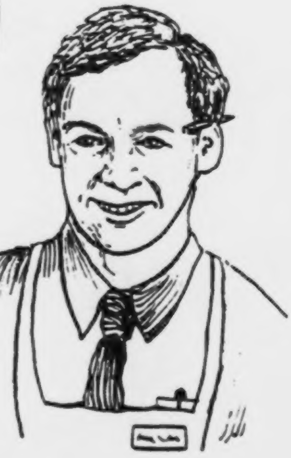
COLUMN A	COLUMN B
54.87	
299.09	
85.877	
DTR3467A	
8.08.80	
45.998	
TRC968	
ANM699N	
900.009	
YI.897	
MT53.53	
po38.91	

NAME ______________________________

YOU AND THE CUSTOMER

AS A CASHIER YOU MAY BE THE ONLY PERSON THAT THE CUSTOMER TALKS TO OR SEES IN THE STORE. IT IS IMPORTANT THAT YOU ARE FRIENDLY, HELPFUL AND CARING. YOUR ACTIONS TELLS THE CUSTOMER ABOUT THE STORE.

DIRECTIONS: CIRCLE THE CASHIERS THAT ARE BEING FRIENDLY AND HELPFUL TO THE CUSTOMER. PRACTICE BEING A FRIENDLY CASHIER.

NAME ______________________________

UNIVERSAL PRODUCT CODE

THIS IS THE UNIVERSAL PRODUCT CODE (UPC) FOR FOOD STORES. THE "O" ON THE LEFT SIDE SHOWS THAT IT IS FOR FOOD STORES. THE FIRST FIVE NUMBERS AT THE BOTTOM TELL THE MAKER OR MANUFACTURER OF THE PRODUCT. THE NEXT FIVE DIGITS TELL THE PRODUCT TYPE AND NAME. THIS CODE IS READ BY A SCANNER AT THE CHECKOUT. THE PRICE OF THE PRODUCT IS IN A COMPUTER AND APPEARS ON THE REGISTER WHEN THE PRODUCT IS "SCANNED".

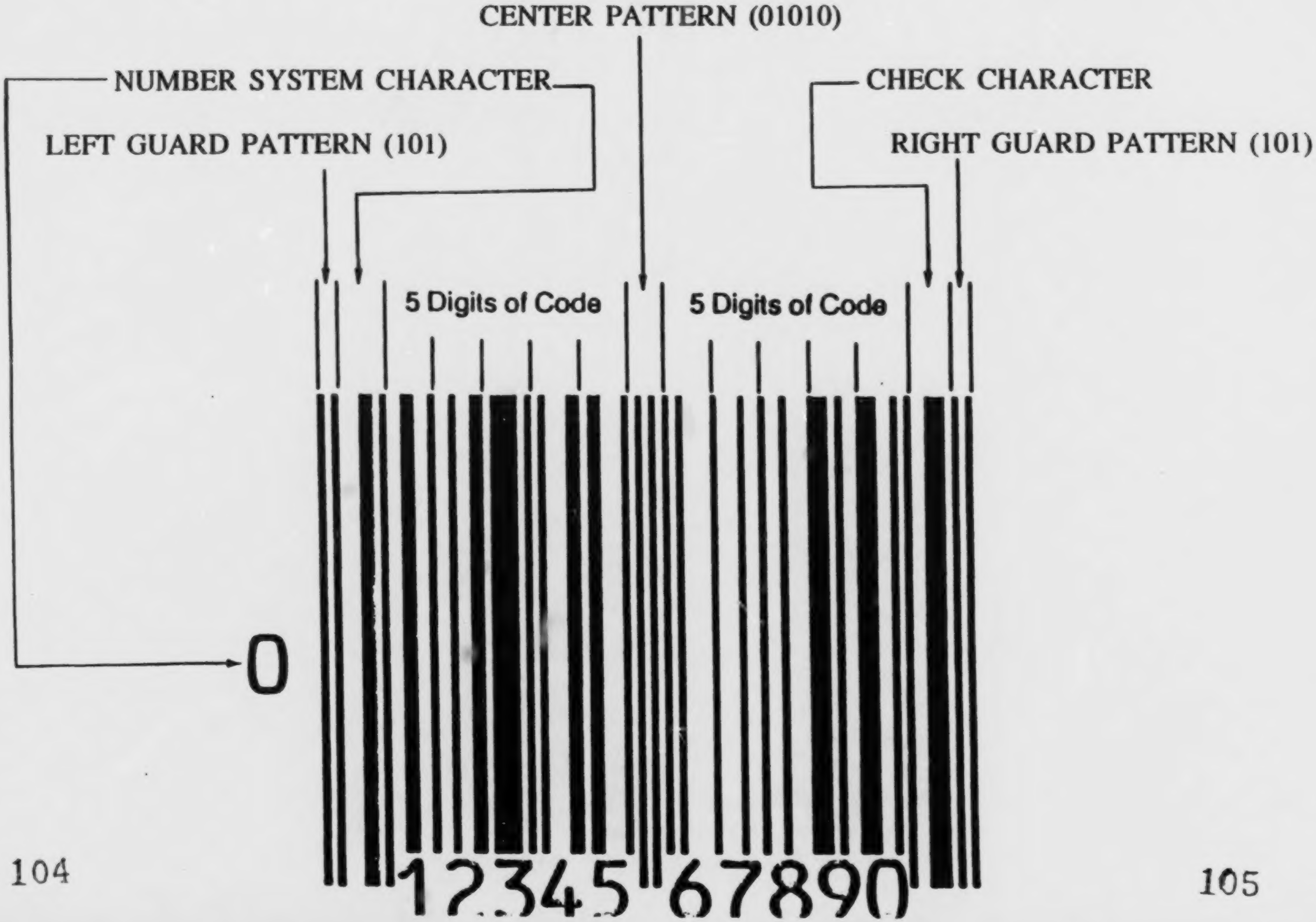
DIRECTIONS: **CIRCLE** THE MANUFACTURERS 5 DIGIT CODE.
DRAW A LINE UNDER THE PRODUCT 5 DIGIT CODE.

0

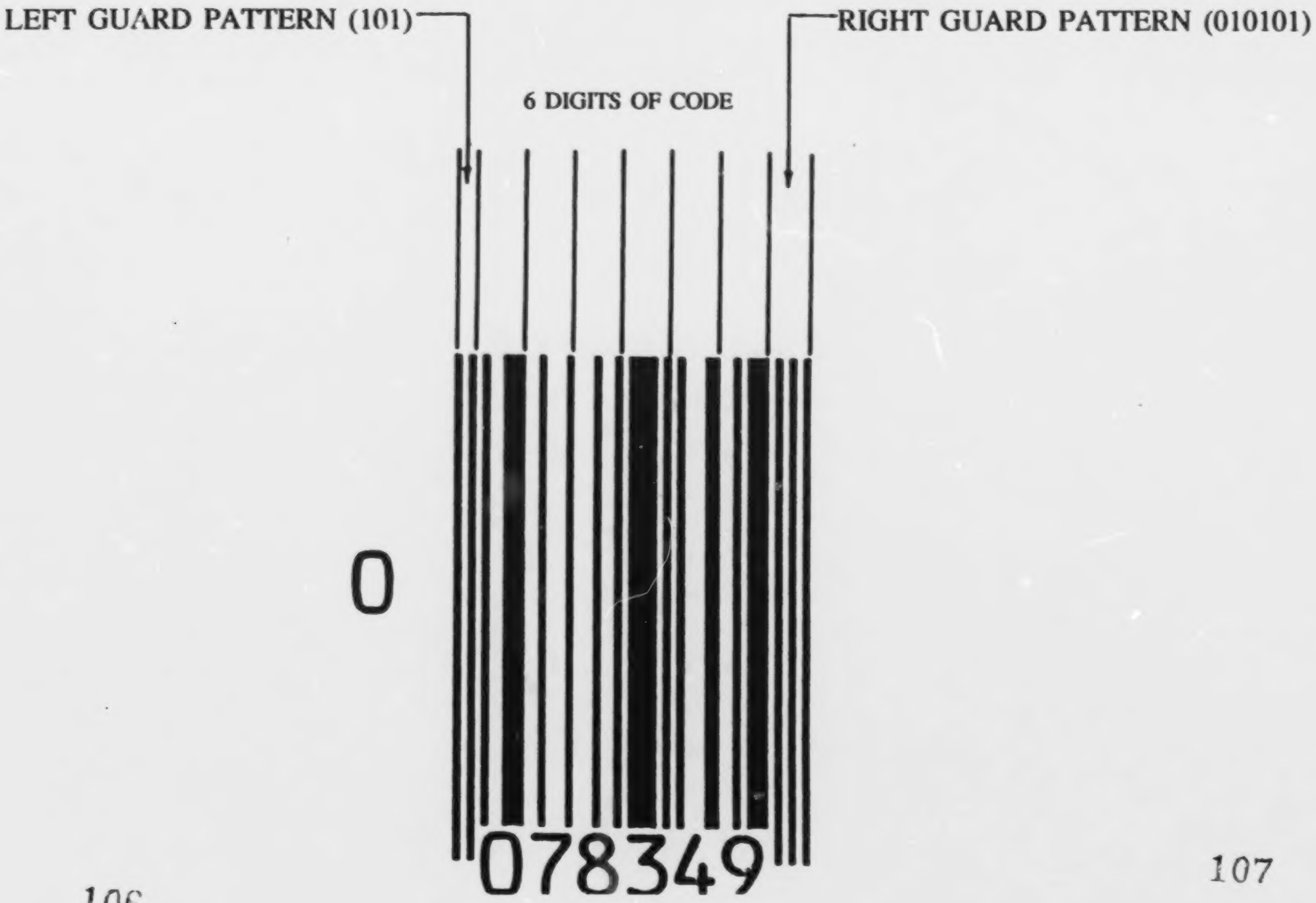
12345 67890

UNIVERSAL PRODUCT CODE (UPC)

UPC SYMBOL FORMAT


CENTER PATTERN (01010)
NUMBER SYSTEM CHARACTER
LEFT GUARD PATTERN (101)
CHECK CHARACTER
RIGHT GUARD PATTERN (101)
5 Digits of Code
5 Digits of Code
0
12345 67890

ZERO SUPPRESSION SYMBOL FORMAT

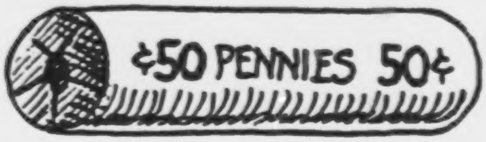

LEFT GUARD PATTERN (101)
RIGHT GUARD PATTERN (010101)
6 DIGITS OF CODE
0
078349

NAME ______________________________

ROLLS OF COINS HANDOUT

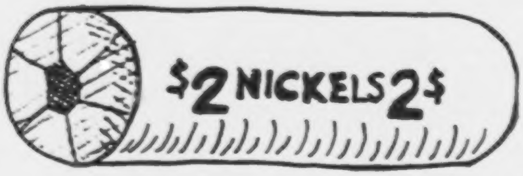
AS A CASHIER YOU MAY HAVE TO WORK WITH AND COUNT MONEY IN ROLLS. THIS HANDOUT SHOWS THE VALUE OF EACH TYPE OF COIN IN ROLLS.

ONE ROLL OF PENNIES HAS **50** PENNIES WHICH IS **50¢**.


¢50 PENNIES 50¢

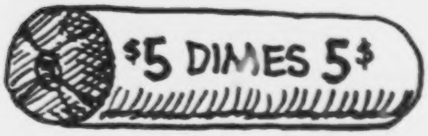
= 50¢ or $.50

ONE ROLL OF NICKELS HAS **40** NICKELS WHICH IS **$2.00**.



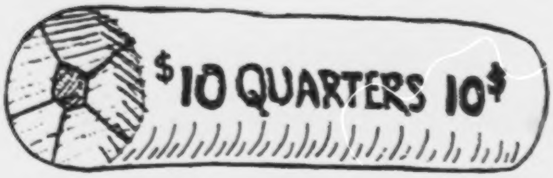
= $2.00

ONE ROLL OF DIMES HAS **50** DIMES WHICH IS **$5.00**.



= $5.00

ONE ROLL OF QUARTERS HAS **40** QUARTERS WHICH IS **$10.00**.


$10 QUARTERS 10$

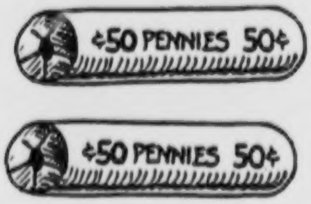
= $10.00

NAME ________________________________

ROLLS OF COINS WORKSHEET

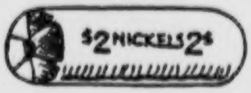
DIRECTIONS: **CIRCLE** THE DOLLAR AMOUNT THAT IS **EQUAL** TO THE ROLLS OF COINS.

1.


¢50 PENNIES 50¢
¢50 PENNIES 50¢

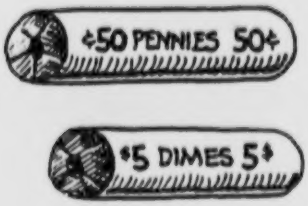
2 ROLLS OF PENNIES = $ .50
1.00
1.50

2.



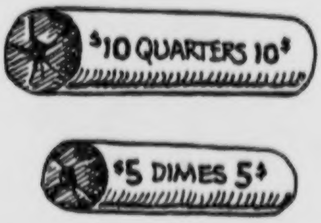
1 ROLL OF NICKELS = $1.00
2.00
4.00

3.


¢50 PENNIES 50¢
$5 DIMES 5$

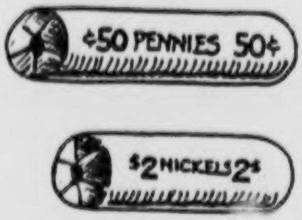
1 ROLL OF PENNIES & 1 ROLL OF DIMES = $5.50
5.00
1.50

4.


$10 QUARTERS 10$
$5 DIMES 5$

1 ROLL OF QUARTERS & 1 ROLL OF DIMES = $12.00
10.00
15.00

5.


¢50 PENNIES 50¢
$2 NICKELS 2$

1 ROLL OF PENNIES & 1 ROLL OF NICKELS = $2.50
2.00
1.50

STEPS IN COLLECTING FOR PURCHASES

FOLLOW THESE STEPS AFTER ALL THE PRODUCTS THE CUSTOMER WANTS HAS BEEN RUNG UP, THE TAX ADDED AND THE ORDER TOTALED.

1. Turn to the customer and say the amount of money that is due.

2. Accept money from the customer and say the amount of money given to you.

3. Key enter the amount of money the customer gave you.

4. Place money in the cash drawer.

5. Count out the change due the customer.

6. Close the cash drawer.

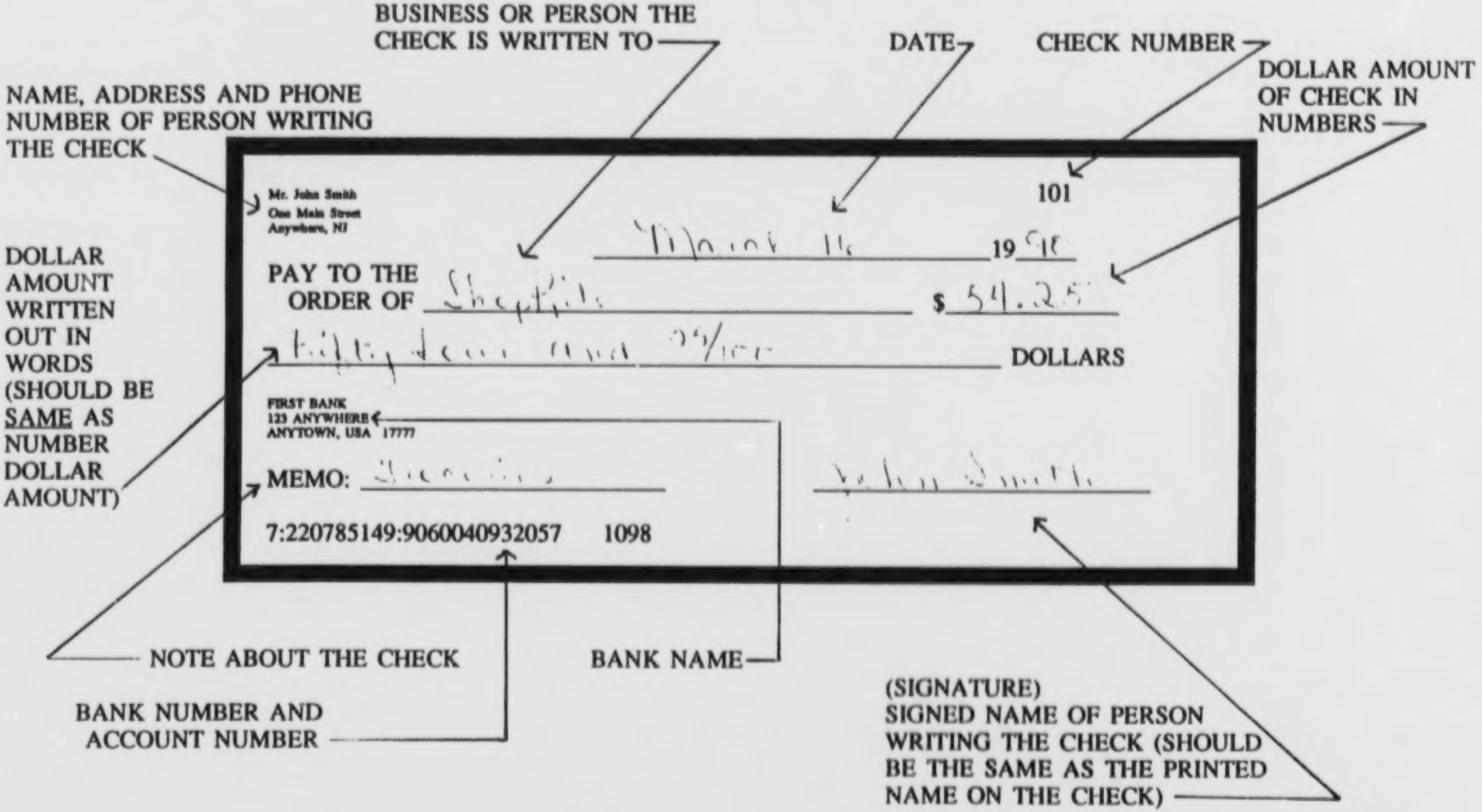
7. Turn to the customer and count the change into his or her hand.

8. Give the customer the receipt.

9. Look the customer in the eye and thank the customer for shopping in the store. Invite him or her to shop here again.

NAME ______________________

PARTS OF A CHECK



Mr. John Smith
One Main Street
Anywhere, NJ

101

March 16 19 98

PAY TO THE ORDER OF Shop Rite $ 54.25

Fifty four and 25/100 DOLLARS

FIRST BANK
123 ANYWHERE
ANYTOWN, USA 17777

MEMO: Groceries

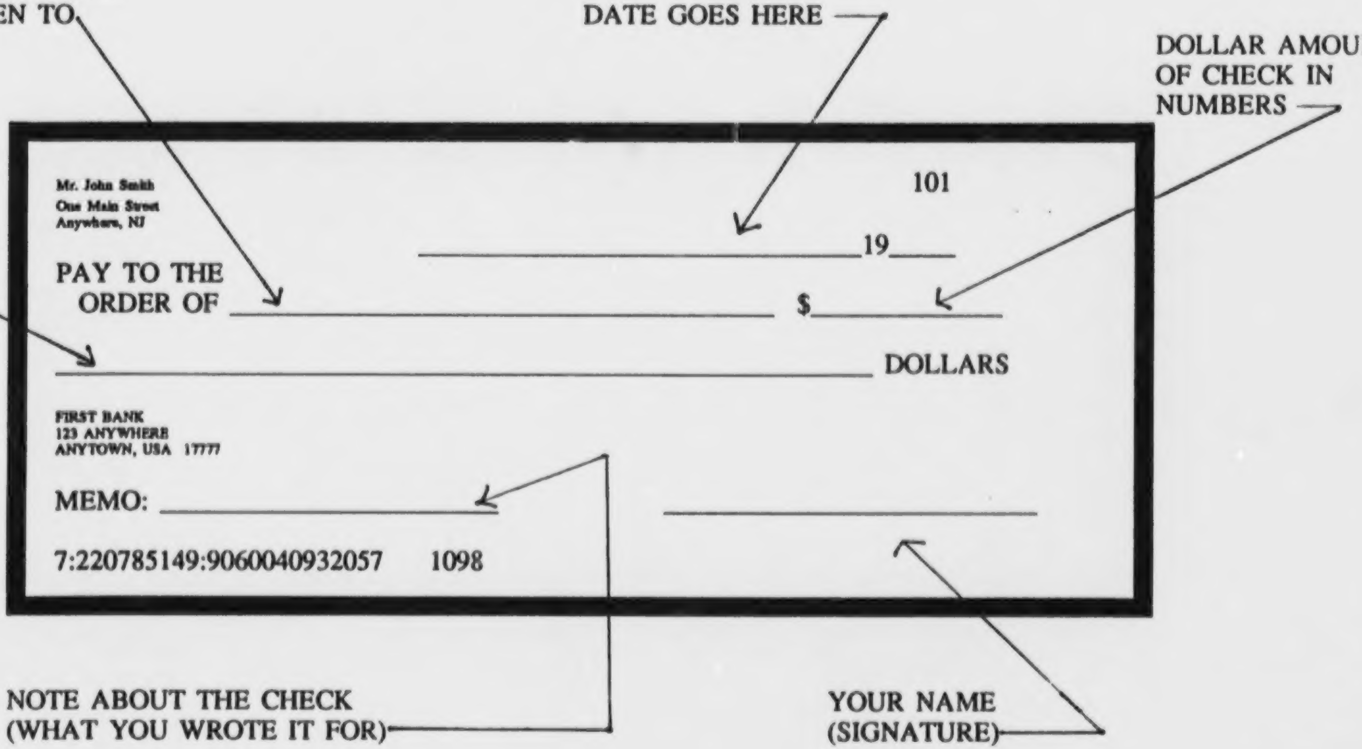
John Smith

7:220785149:9060040932057 1098

BUSINESS OR PERSON THE CHECK IS WRITTEN TO
DATE
CHECK NUMBER
DOLLAR AMOUNT OF CHECK IN NUMBERS
NAME, ADDRESS AND PHONE NUMBER OF PERSON WRITING THE CHECK
DOLLAR AMOUNT WRITTEN OUT IN WORDS (SHOULD BE SAME AS NUMBER DOLLAR AMOUNT)
NOTE ABOUT THE CHECK
BANK NAME
BANK NUMBER AND ACCOUNT NUMBER
(SIGNATURE) SIGNED NAME OF PERSON WRITING THE CHECK (SHOULD BE THE SAME AS THE PRINTED NAME ON THE CHECK)

NAME ______________________________

HOW TO WRITE A CHECK



BUSINESS OR PERSON THE CHECK IS WRITTEN TO

DATE GOES HERE

DOLLAR AMOUNT OF CHECK IN NUMBERS

DOLLAR AMOUNT IS WRITTEN OUT IN WORDS (SHOULD BE SAME AS NUMBER DOLLAR AMOUNT)

Mr. John Smith
One Main Street
Anywhere, NJ

101

______________________ 19____

PAY TO THE ORDER OF ______________________ $__________

______________________________________ DOLLARS

FIRST BANK
123 ANYWHERE
ANYTOWN, USA 17777

MEMO: ________________

7:220785149:9060040932057 1098

NOTE ABOUT THE CHECK (WHAT YOU WROTE IT FOR)

YOUR NAME (SIGNATURE)

NAME ______________________

WRITING A CHECK

DIRECTIONS: Write the following information in the correct spaces on the checks below.

DATE: Today's date
PAY TO THE ORDER OF: Shop Rite
AMOUNT: $43.75
WRITTEN BY: You (you sign)
MEMO: Food

Mr. John Smith
One Main Street
Anywhere, NJ

101

______________________ 19____

PAY TO THE
ORDER OF ______________________ $__________

______________________________ DOLLARS

FIRST BANK
123 ANYWHERE
ANYTOWN, USA 17777

MEMO: ______________ ______________

7:220785149:9060040932057 1098

DATE: Today's date
PAY TO THE ORDER OF: Dr. John Smith
AMOUNT: $50.00
WRITTEN BY: You (you sign)
MEMO: Visit to doctor

Mr. John Smith
One Main Street
Anywhere, NJ

102

______________________ 19____

PAY TO THE
ORDER OF ______________________ $__________

______________________________ DOLLARS

FIRST BANK
123 ANYWHERE
ANYTOWN, USA 17777

MEMO: ______________ ______________

7:220785149:9060040932057 1098

TEACHER INFORMATION

MAKING CHANGE GAME

The "Making Change Game" is designed to give students experience working with money, by making change and working with "customers" (either you or other students).

The game combines worksheet type activities with physical "role-play" simulations. The game includes sheets of money transactions showing the register total, the dollar amount from the customer and a choice of change amounts. The student has to see the amount of the transaction and the amount of money given and then calculate the proper change. The right amount of change to be given is then circled.

The student then takes "greenbacks" (fake money that goes with the game) and real or fake coins (provided by the school) and makes change for the "customer" two different ways. The "customer" can be either you, the teacher, or another student.

Masters for both the "greenbacks and the blank worksheets are provided with the game. The money should be copied on **GREEN** paper using two sided copies. The "fronts" and "backs" of the money are registered so that a bill with both front and back can be cut from a sheet when copied.

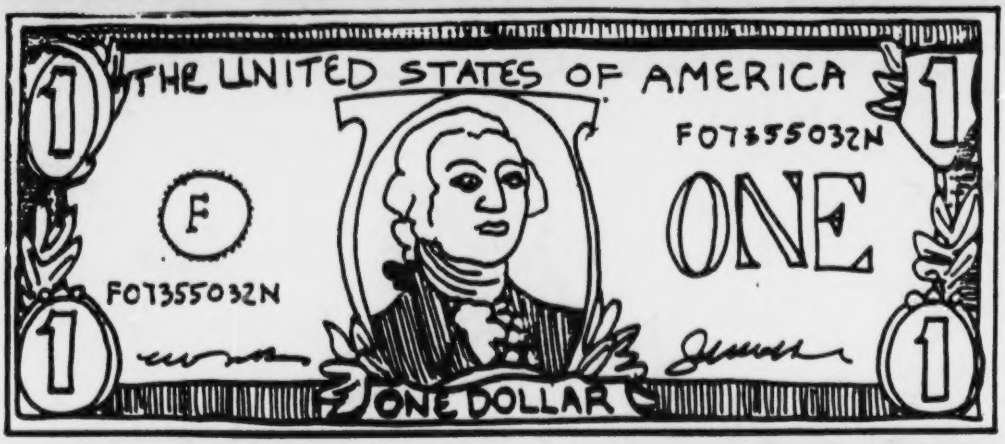
The blank game sheets are provided so that you can customize the game to provide practice in the areas appropriate for your class. For example, you may want to practice making change from large bills. Just copy the master sheets and fill in the amounts, then recopy for your class.

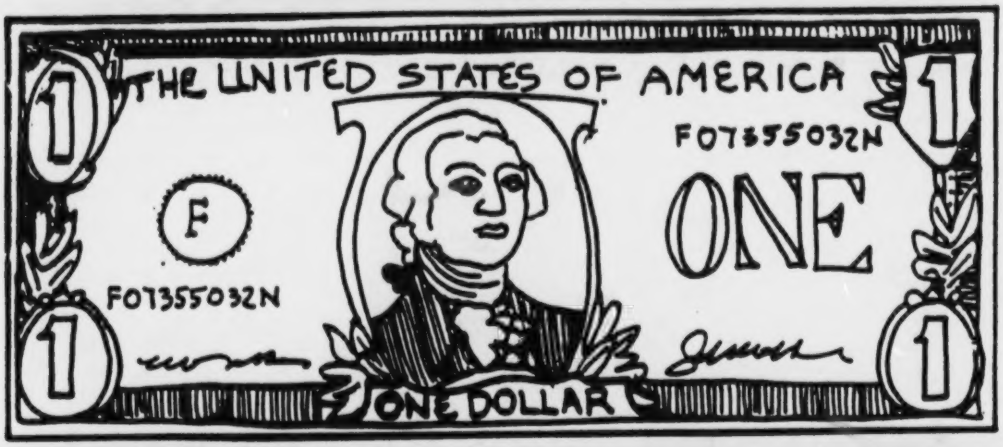
OTHER ACTIVITIES:

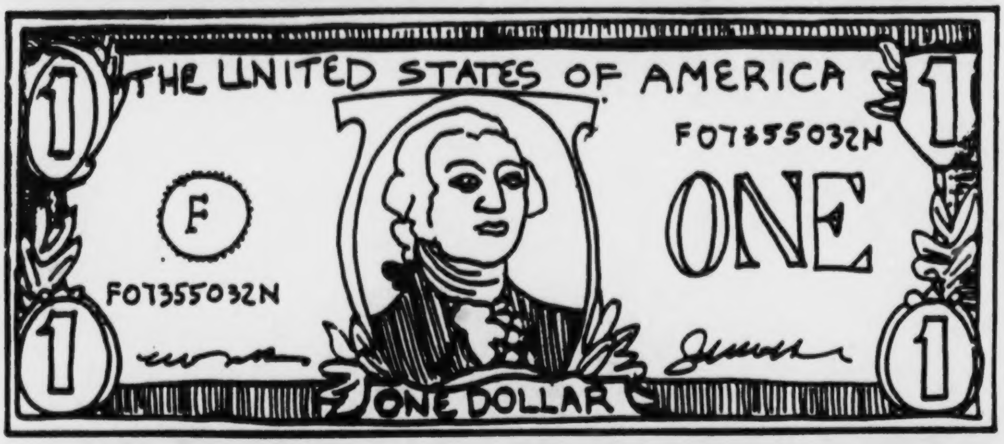
There are other activities you can do using the game. For example, use the greenbacks to practice "bank-facing" bills in the cash drawer.

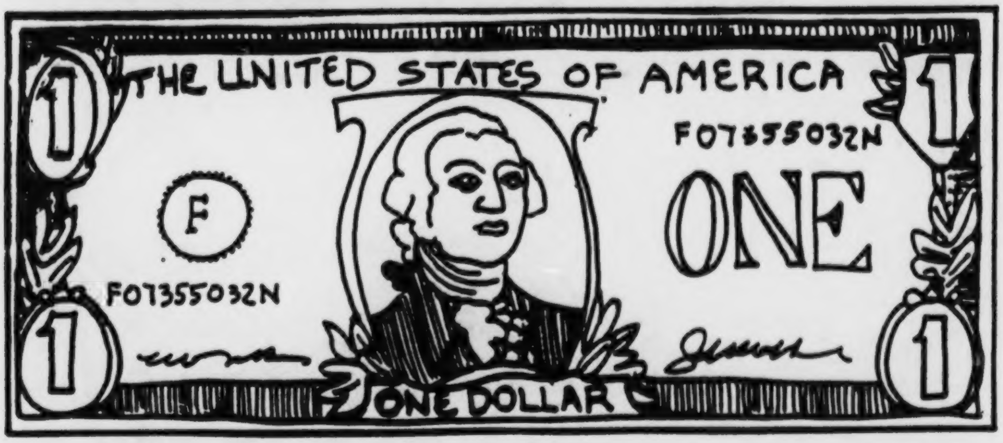
The "Making Change Game" can be used to act out the steps in Collecting for Purchases (outlined in a student handout) or as a means to practice customer relations.

The adaptations of the game are unlimited.


THE UNITED STATES OF AMERICA
F07355032N
F
F07355032N
ONE
1
ONE DOLLAR

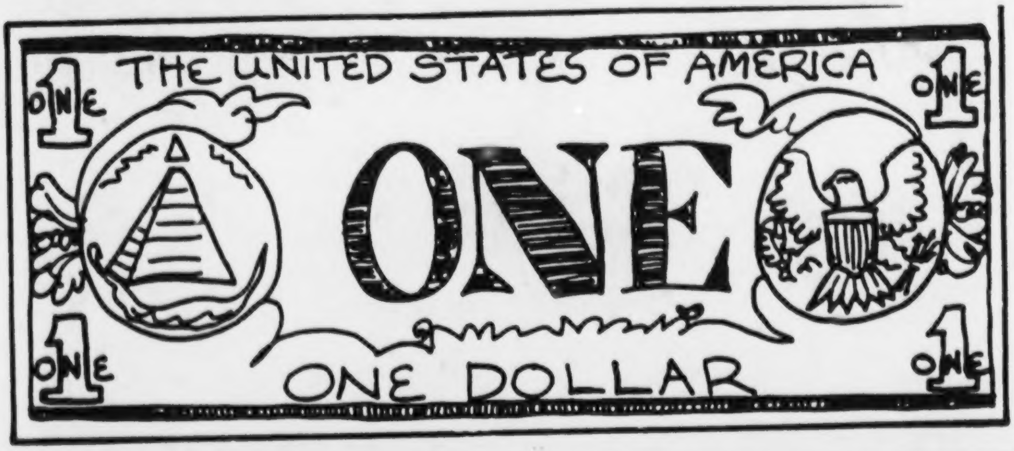

THE UNITED STATES OF AMERICA
F07355032N
F
F07355032N
ONE
1
ONE DOLLAR

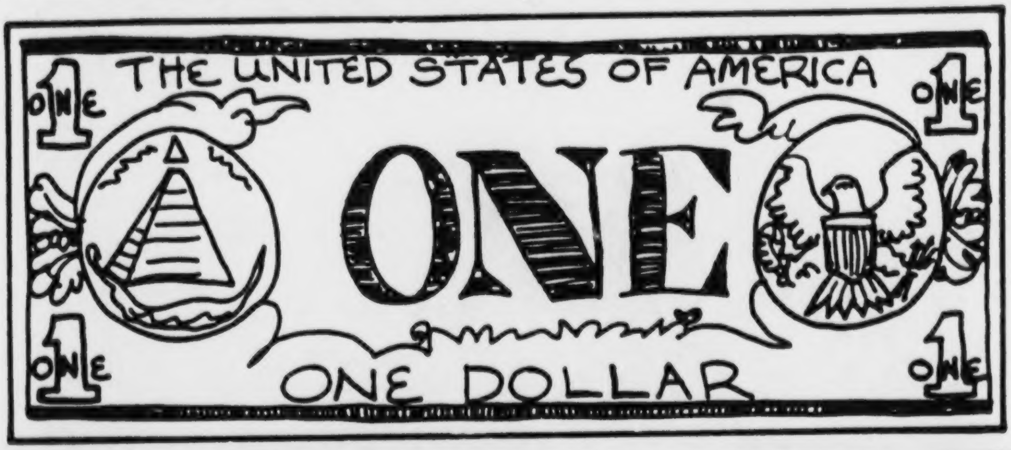

THE UNITED STATES OF AMERICA
F07355032N
F
F07355032N
ONE
1
ONE DOLLAR

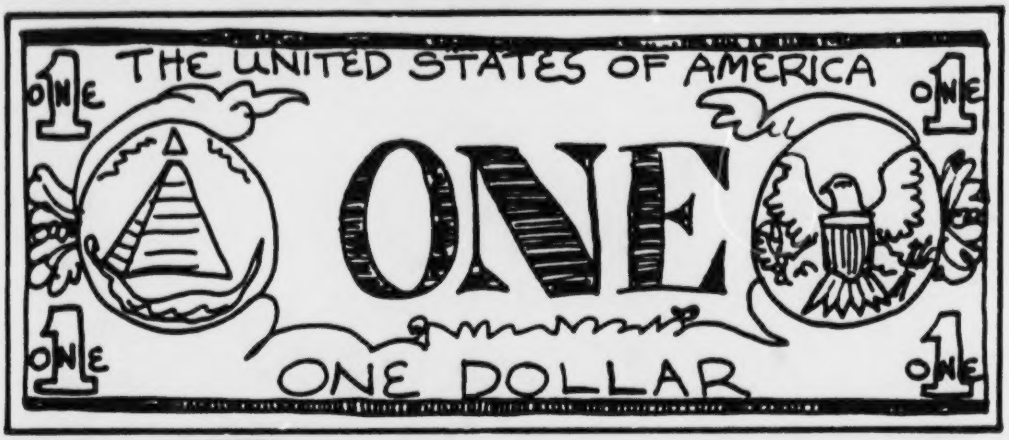

THE UNITED STATES OF AMERICA
F07355032N
F
F07355032N
ONE
1
ONE DOLLAR

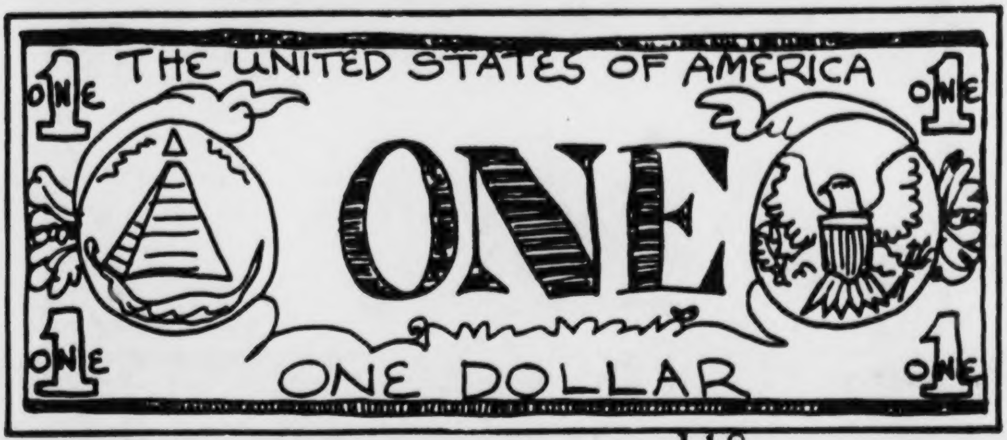
"Greenbacks" Master-front

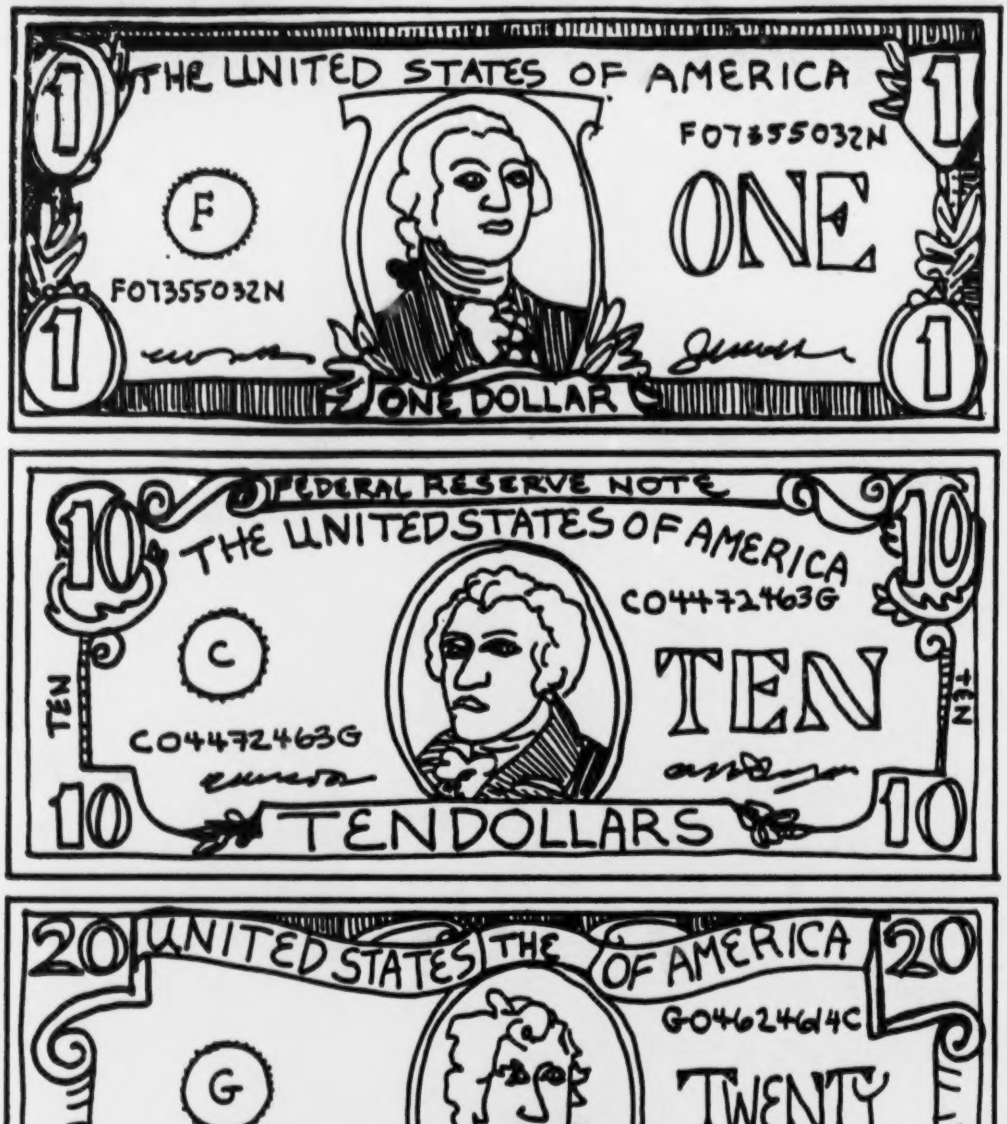
"Greenbacks" Master-back


1
ONE
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

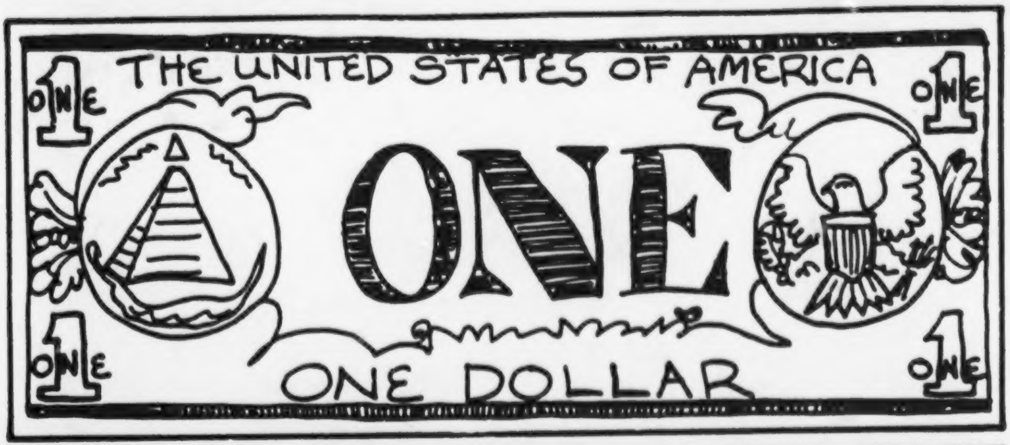

1
ONE
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

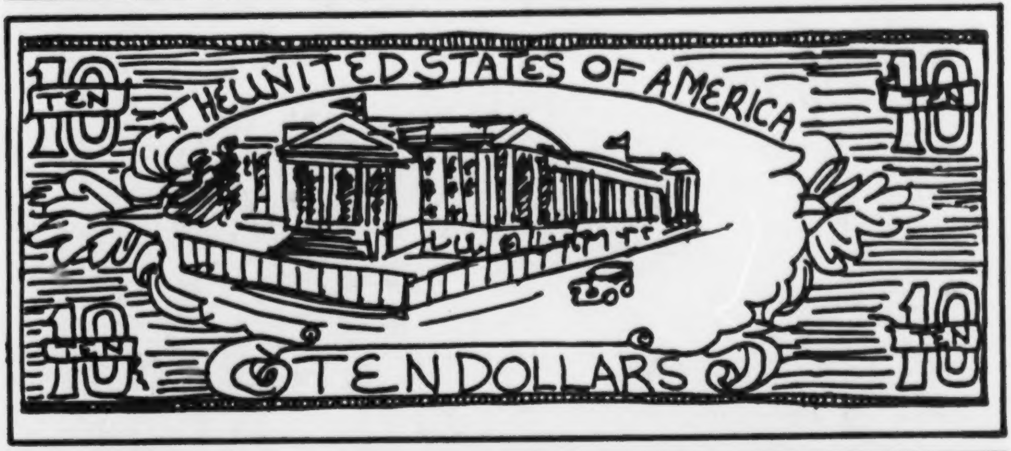

1
ONE
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

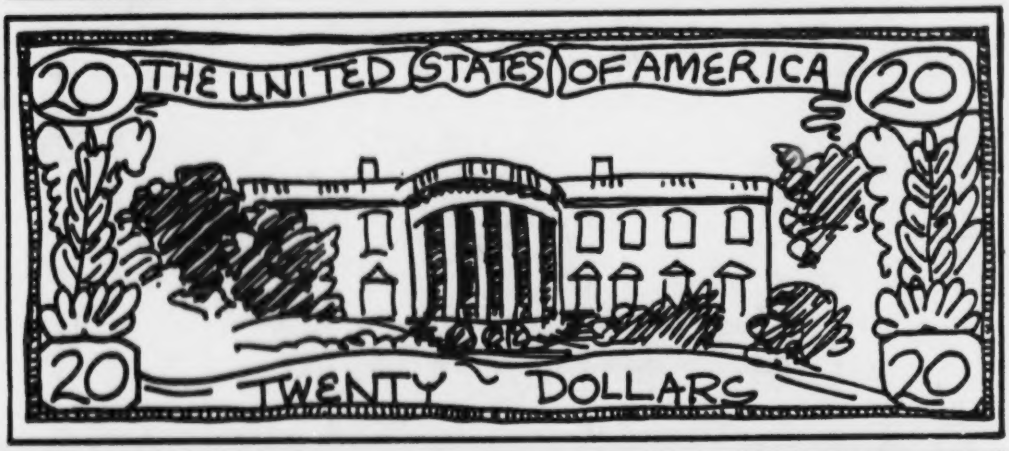

1
ONE
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR

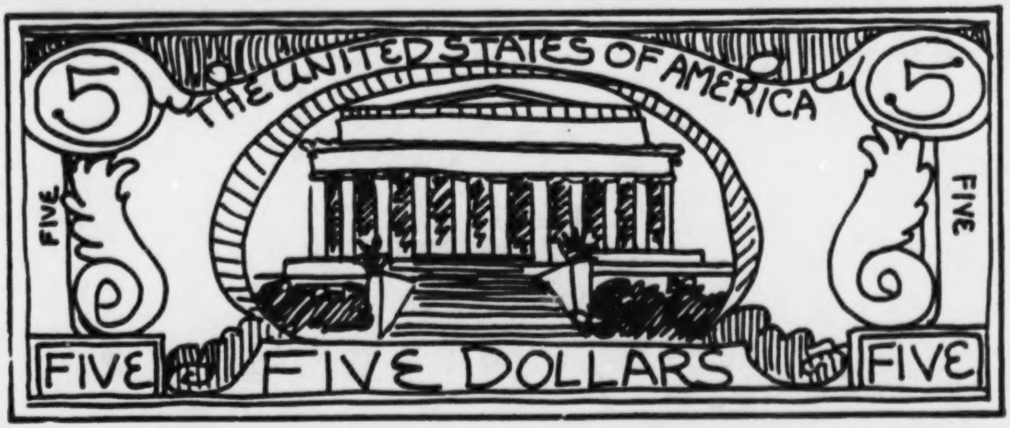

THE UNITED STATES OF AMERICA
F07355032N
F
ONE
F07355032N
ONE DOLLAR
1
FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
C04472463G
C
TEN
C04472463G
TEN DOLLARS
10
UNITED STATES THE OF AMERICA
G04624614C
G
TWENTY
G04624614C
TWENTY DOLLARS
20
THE UNITED STATES OF AMERICA
B75322107C
B
FIVE
B75322107C
FIVE DOLLARS
5

"Greenbacks" Master-front

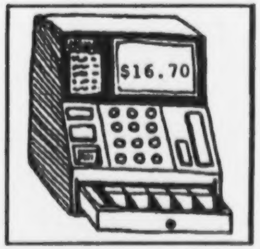
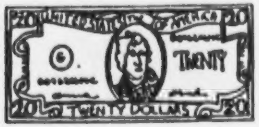
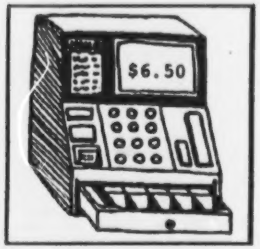
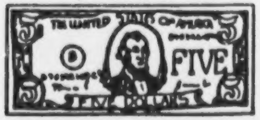
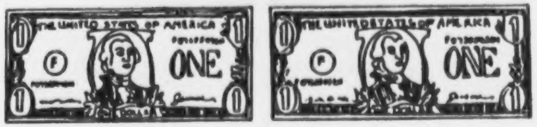
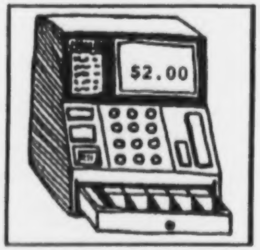
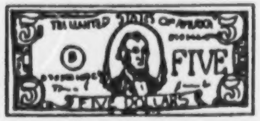

THE UNITED STATES OF AMERICA
1 ONE
ONE
ONE DOLLAR


THE UNITED STATES OF AMERICA
10 TEN
TEN DOLLARS

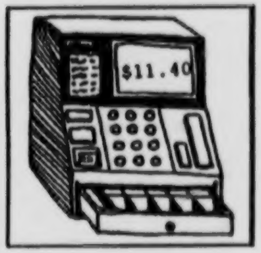
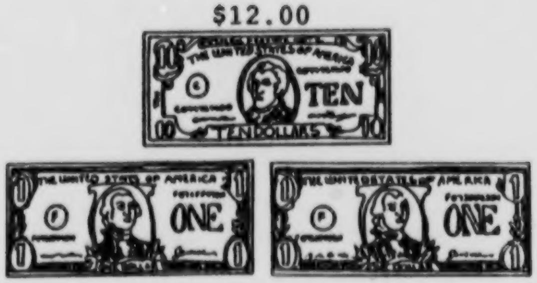
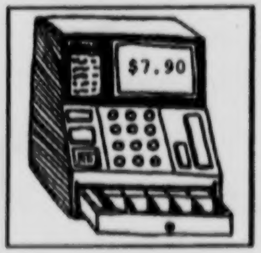
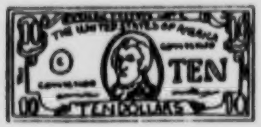
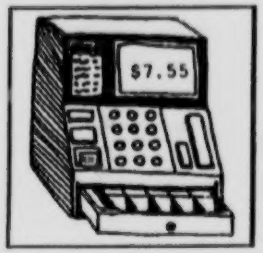
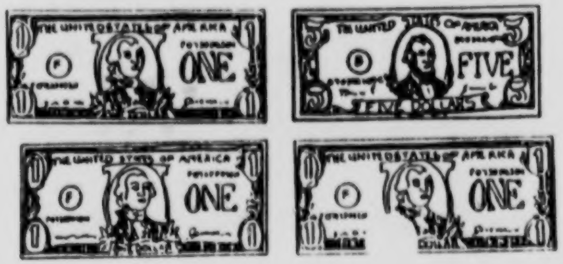

THE UNITED STATES OF AMERICA
20
TWENTY DOLLARS


THE UNITED STATES OF AMERICA
5
FIVE
FIVE DOLLARS

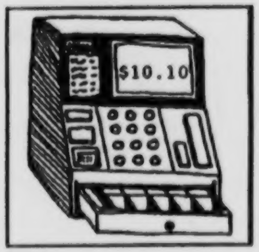
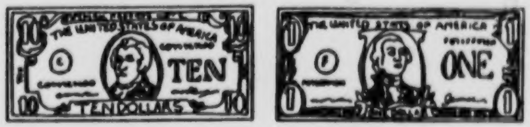
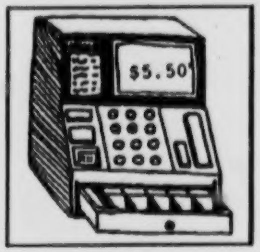
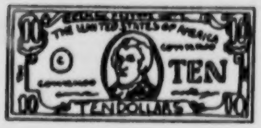
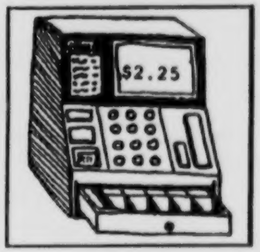
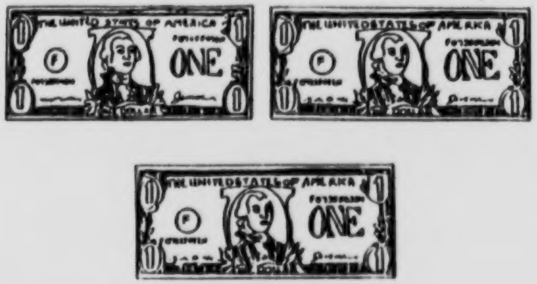
MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$20.00  TWENTY TWENTY DOLLARS	$1.30 3.30 2.30	MAKE CHANGE USING GAME MONEY.
	$ 7.00  	$ .50 1.50 .30	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$5.00 	$1.00 2.00 3.00	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE.

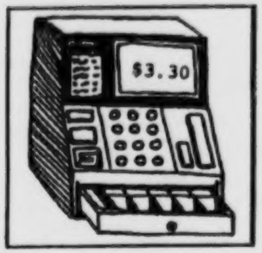
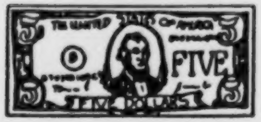
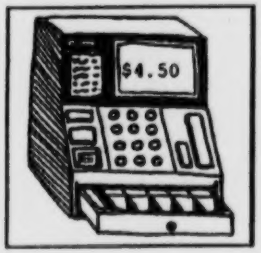
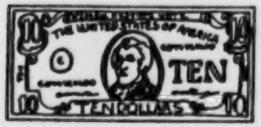
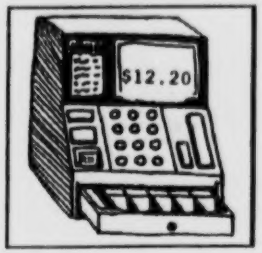
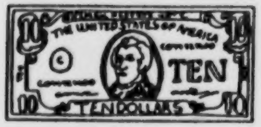
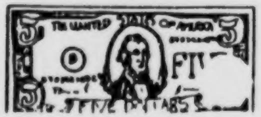
MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$12.00 	$ .60 1.60 2.60	MAKE CHANGE USING GAME MONEY.
	$10.00 	$1.10 2.10 3.10	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$ 8.00  ONE FIVE ONE ONE	$ .45 2.45 1.45	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE

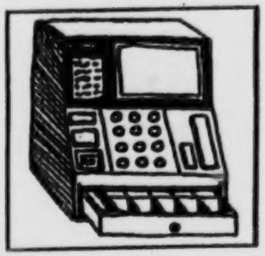
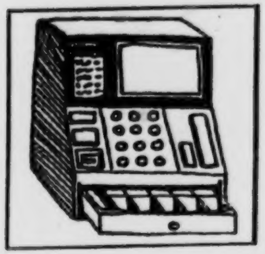
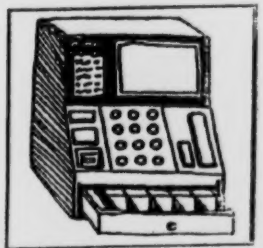
MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$11.00 	$1.90 .90 1.10	MAKE CHANGE USING GAME MONEY.
	$10.00 	$4.50 3.50 5.50	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$3.00 	$1.00 .75 1.75	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE.

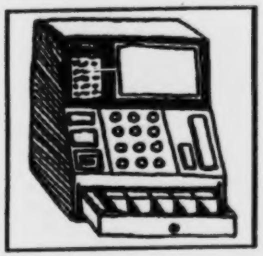
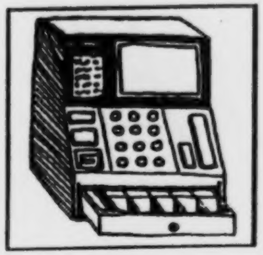
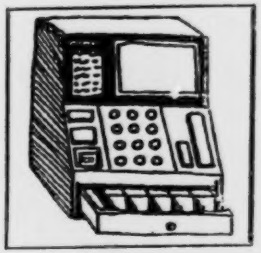
MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$5.00 	$ .70 1.70 2.70	MAKE CHANGE USING GAME MONEY.
	$10.00 	$4.50 5.50 6.00	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$15.00  	$1.80 2.80 .80	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE

MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$ ________	$ ________ ________ ________	MAKE CHANGE USING GAME MONEY.
	$ ________	$ ________ ________ ________	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$ ________	$ ________ ________ ________	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE

MAKING CHANGE GAME

TOTAL $	CUSTOMER GIVES YOU	CHANGE (CIRCLE AMOUNT YOU WOULD GIVE THE CUSTOMER)	DIRECTIONS
	$ ________	$ ________ ________ ________	MAKE CHANGE USING GAME MONEY.
	$ ________	$ ________ ________ ________	MAKE CHANGE FOR CUSTOMER TWO (2) DIFFERENT WAYS. (USING DIFFERENT TYPES OF COINS OR BILLS)
	$ ________	$ ________ ________ ________	PRETEND YOUR TEACHER OR ANOTHER STUDENT IS THE CUSTOMER AND GIVE THEM THE CHANGE

SAMPLE CHECKER RATING SHEET

A-Excellent
B-Good
C-Fair
D-Poor

NAME OF CHECKER														
Courtesy & Friendliness														
Personal Service														
Management of Station														
Proper Checking Procedures														
Proper Handling of Stamps														
Proper Bagging Procedure														
Use of Correct Size Bags														
Personal Appearance														
Station Housekeeping														
Handling of Customer Questions or Complaints														
Interest & Attitude														
Money—Over or Short														

STORE

COMPLETED BY

DATE

PRODUCE VOCABULARY

BACK ROOM: Work area located away from the selling floor. Here products are received, prepared and stored.

COOLER: Equipment, located in the back room, which has refrigerated storage space. It must be checked daily to ensure that it is clean and that the products inside have been rotated.

FRUIT: The part of a plant that protects the seeds. Food examples include apples, pears, grapes, and peaches.

GREEN GROCER: A person or store that sells fresh fruit and vegetables.

HOUSEKEEPING: Keeping the department neat and clean.

PERISHABLE: A product that will spoil easily. Produce is highly perishable.

PRODUCE: Fresh fruits, vegetable and fresh products from fruits and vegetables.

RECONDITIONING: The re-trimming and re-crisping of produce that has not sold by the end of a given period. Reconditioning helps produce look fresh.

REFRIGERATE: To make or keep cool or cold. Some produce is refrigerated so that it lasts longer.

ROTATION: Using FIFO (First In, First Out) method to stock and sell products. This is very important for selling perishable products like produce.

SCALE: Mechanical or electronic device used to weigh items. Many new scales have price displays and can print Universal Product Code (UPC) labels.

TRIMMING: Removing damaged/discolored leaves or spots from produce to give it a fresh look.

TURNOVER: The rate or speed at which products are restocked because of customer purchases. Perishable food such as produce has a high turnover.

VEGETABLE: Part or all of a plant which is eaten for food. Examples include carrots, potatoes, beets and lettuce.

WAXING: Putting an edible ("safe to eat") wax on some fruits and vegetables to make them last longer and look fresh and bright.

NAME ____________________________________

PRODUCE VOCABULARY

BACK ROOM

COOLER

FRUIT

GREEN GROCER

HOUSEKEEPING

PERISHABLE

PRODUCE

RECONDITIONING

NAME ______________________________

PRODUCE VOCABULARY (CONT.)

REFRIGERATE

ROTATION

SCALE

TRIMMING

TURNOVER

VEGETABLE

WAXING

NAME ______________________________

PRODUCE VOCABULARY PUZZLE

DIRECTIONS: FILL IN THE BLANKS OF THE PUZZLE WITH PRODUCE TERMS. ONE LETTER AND CLUES ARE GIVEN TO HELP YOU. USE THE WORD LIST TO HELP YOU SPELL THE WORDS.

1. P _ _ _ _ _ _ _ _ _

2. _ R _ _ _ _ _ _

3. _ O _ _ _ _ _ _

4. _ _ _ D _ _ _

5. _ _ U _ _

6. _ _ C _ _ _ _ _

7. _ E _ _ _ _ _ _ _

CLUES:

1. Will spoil easily.
2. Removing damaged leaves or spots from produce.
3. Using First In, First Out (FIFO) method to sell products.
4. Fresh fruits and vegetables.
5. Apples, pears and peaches are examples.
6. Where the work area and receiving area is located.
7. Carrots, beets and lettuce are examples.

WORD LIST (Some of the words below are answers to the puzzle.)

TRIMMING
PERISHABLE
FRUIT
PRODUCE
BACKROOM

ROTATION
VEGETABLE
RECONDITIONING
SCALE
WAXING

Answer Key

PRODUCE VOCABULARY PUZZLE

DIRECTIONS: FILL IN THE BLANKS OF THE PUZZLE WITH PRODUCE TERMS. ONE LETTER AND CLUES ARE GIVEN TO HELP YOU. USE THE WORD LIST TO HELP YOU SPELL THE WORDS.

1. PERISHABLE
2. TRIMMING
3. ROTATION
4. PRODUCE
5. FRUIT
6. BACKROOM
7. VEGETABLE

CLUES:

1. Will spoil easily.
2. Removing damaged leaves or spots from produce.
3. Using First In, First Out (FIFO) method to sell products.
4. Fresh fruits and vegetables.
5. Apples, pears and peaches are examples.
6. Where the work area and receiving area is located.
7. Carrots, beets and lettuce are examples.

WORD LIST (Some of the words below are answers to the puzzle.)

TRIMMING
PERISHABLE
FRUIT
PRODUCE
BACKROOM
ROTATION
VEGETABLE
RECONDITIONING
SCALE
WAXING

NAME ______________________

TYPES OF PRODUCE PACKAGING

DIRECTIONS: Look at the list of types of produce packaging. Go to a supermarket and see if you can find examples of these types of packages. Write the name of the fruits or vegetables you saw in each type of packaging.

TYPE OF PACKAGING	COMMON EXAMPLES	PRODUCE YOU FOUND WITH THIS TYPE OF PACKAGING (Write names in box)
TRANSPARENT FILM WRAPS	CABBAGE LETTUCE	
TRAY OVERWRAPS	PEARS APPLES	
PARTIAL FILM WRAP	BOXES OF BERRIES	
OPEN TOP BOX	BRUSSEL SPROUTS	
WINDOW CARTON	GRAPES	
BAG	POTATOES CARROTS	
OTHER TYPES		

TYPES OF PRODUCE PACKAGING

NOTE: You may find that most or all of the produce is displayed in bulk. You may not find some of the packaging types listed above. This is okay since different stores use different packaging.

DISPLAY AREAS OF THE PRODUCE DEPARTMENT

*THE SALAD SECTION

Includes fruits and vegetables commonly used in salads. Examples: lettuce, tomatoes, spinach, etc.

*THE FRUIT SECTION

Includes fruits which are usually grouped together:

* *citrus fruits*: oranges, grapefruit, lemons

* *apples*: different apples are grouped together

* *bananas*: make up a group by themselves

* *tropical fruit*: mangos, papaya, other tropical fruits

* *soft fruits*: grapes, berries, peaches and other soft fruits

*THE COOKING SECTION

Includes vegetables that need to be cooked. Examples: corn, squash, cabbage and turnips.

*THE DRY SECTION

Includes "dry" vegetables and herbs. Examples: potatoes, onions, garlic and ginger root.

*THE SPECIALTY SECTION

Includes specialty items that are displayed in a "special" section. Examples: Chinese vegetables, herbs and rare fruit.

NAME ______________________________

DISPLAY AREAS OF THE PRODUCE DEPARTMENT

STUDENT ACTIVITY: See if you can find one or more of the display areas in the produce department of a nearby supermarket.

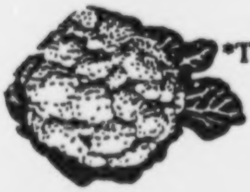
*THE SALAD SECTION

Includes fruits and vegetables commonly used in salads. Examples: lettuce, tomatoes, spinach, etc.

*THE FRUIT SECTION

Includes fruits which are usually grouped together:

- *citrus fruits*: oranges, grapefruit, lemons
- *apples*: different apples are grouped together
- *bananas*: make up a group by themselves
- *tropical fruit*: mangos, papaya, other tropical fruits
- *soft fruits*: grapes, berries, peaches and other soft fruits



*THE COOKING SECTION

Includes vegetables that need to be cooked. Examples: corn, squash, cabbage and turnips.

*THE DRY SECTION

Includes "dry" vegetables and herbs. Examples: potatoes, onions, garlic and ginger root.

*THE SPECIALTY SECTION

Includes specialty items that are displayed in a "special" section. Examples: Chinese vegetables, herbs and rare fruit.

NAME ______________________________

PRODUCE WORD SEARCH

DIRECTIONS: **FIND** AND **CIRCLE** THE NAMES OF FRUITS AND VEGETABLES IN THE PUZZLE BELOW. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.

P	A	P	P	L	E	P	R	B	C	O	R	N	E	N	C	E	L	B
Q	U	I	M	E	A	L	A	F	S	T	E	P	N	O	A	D	P	L
R	O	N	I	O	N	U	Y	B	A	N	A	N	A	C	B	R	E	Y
G	R	E	F	G	A	M	E	L	O	N	T	S	G	A	B	Z	A	S
R	H	A	E	H	W	A	S	L	T	H	E	U	Q	B	A	H	R	T
E	W	P	O	C	H	E	R	R	I	E	S	E	B	L	G	T	S	O
E	M	P	N	E	I	O	G	M	S	G	S	T	X	E	E	F	C	E
N	P	L	A	Z	Y	T	T	P	O	T	A	T	O	N	A	O	R	G
S	R	E	O	R	A	N	G	E	C	L	G	R	L	P	E	N	A	G
C	I	R	P	X	G	R	A	P	E	S	S	F	E	R	L	S	S	P
H	E	S	T	U	I	N	G	P	F	E	S	Q	U	A	S	H	E	L
R	A	L	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	A
P	L	V	E	N	B	C	D	R	F	L	E	T	T	U	C	E	P	N
S	C	A	R	R	O	T	V	C	E	B	A	V	O	C	A	D	O	T
A	F	P	S	T	Y	X	M	U	S	H	R	O	O	M	Y	G	A	F

WORD LIST

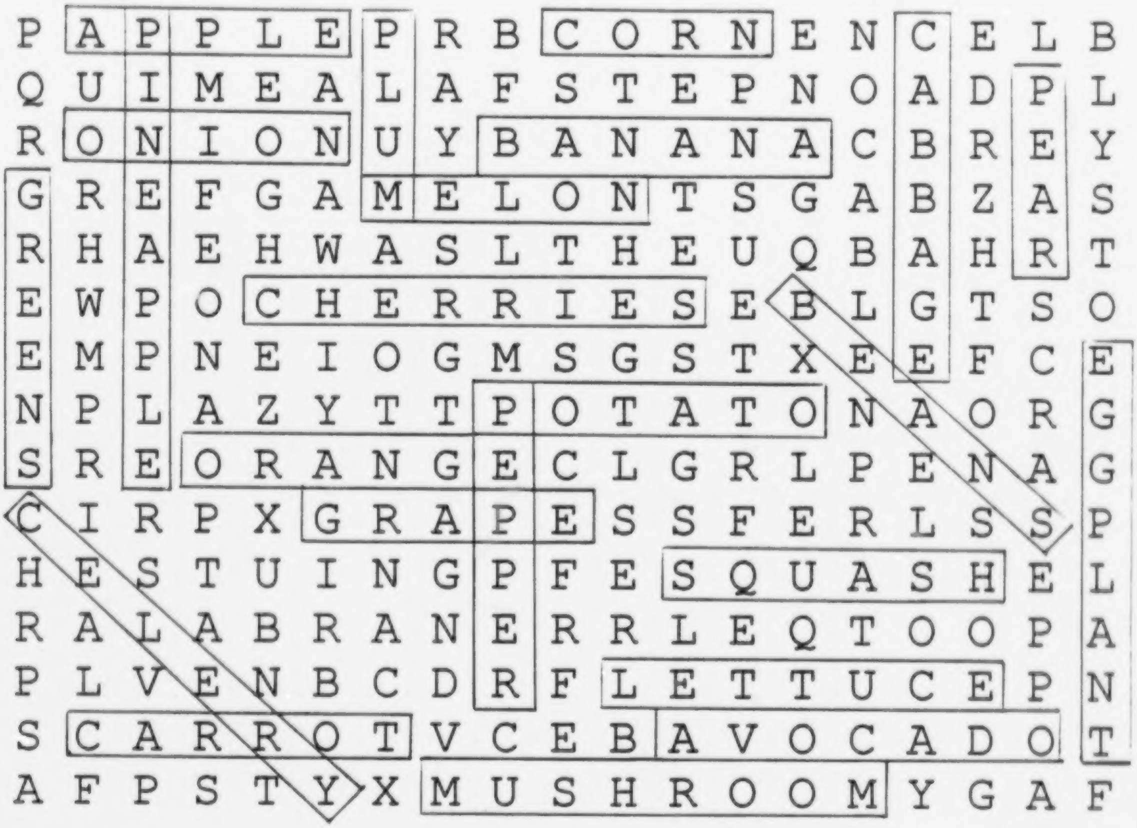
THESE WORDS CAN BE FOUND IN THE PUZZLE:

- APPLE
- AVOCADO
- BANANA
- BEANS
- CABBAGE
- CARROT
- CELERY
- CHERRIES
- CORN
- EGGPLANT
- GRAPES
- GREENS
- LETTUCE
- MELON
- MUSHROOM
- ONION
- ORANGE
- PEAR
- PEPPER
- PINEAPPLE
- PLUM
- POTATO
- SQUASH

ANSWER KEY

PRODUCE WORD SEARCH

DIRECTIONS: **FIND** AND **CIRCLE** THE NAMES OF FRUITS AND VEGETABLES IN THE PUZZLE BELOW. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.



P	A	P	P	L	E	P	R	B	C	O	R	N	E	N	C	E	L	B
Q	U	I	M	E	A	L	A	F	S	T	E	P	N	O	A	D	P	L
R	O	N	I	O	N	U	Y	B	A	N	A	N	A	C	B	R	E	Y
G	R	E	F	G	A	M	E	L	O	N	T	S	G	A	B	Z	A	S
R	H	A	E	H	W	A	S	L	T	H	E	U	Q	B	A	H	R	T
E	W	P	O	C	H	E	R	R	I	E	S	E	B	L	G	T	S	O
E	M	P	N	E	I	O	G	M	S	G	S	T	X	E	E	F	C	E
N	P	L	A	Z	Y	T	T	P	O	T	A	T	O	N	A	O	R	G
S	R	E	O	R	A	N	G	E	C	L	G	R	L	P	E	N	A	G
C	I	R	P	X	G	R	A	P	E	S	S	F	E	R	L	S	S	P
H	E	S	T	U	I	N	G	P	F	E	S	Q	U	A	S	H	E	L
R	A	L	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	A
P	L	V	E	N	B	C	D	R	F	L	E	T	T	U	C	E	P	N
S	C	A	R	R	O	T	V	C	E	B	A	V	O	C	A	D	O	T
A	F	P	S	T	Y	X	M	U	S	H	R	O	O	M	Y	G	A	F

WORD LIST

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- MELON
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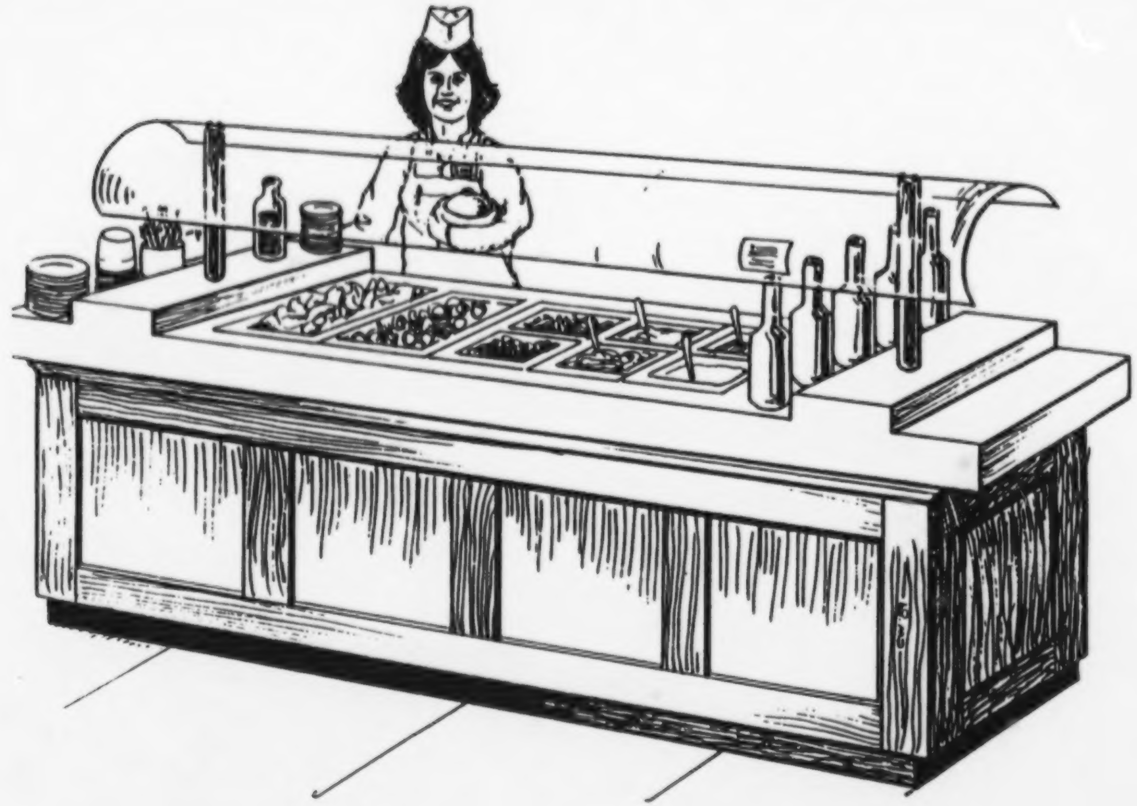
- ORANGE
- PEAR
- PEPPER
- PINEAPPLE
- PLUM
- POTATO
- SQUASH



SALAD BARS NEED A LOT OF ATTENTION AND NEED TO BE KEPT CLEAN AND GERM-FREE. THE FOOD IN A SALAD BAR MUST BE FRESH AND APPEALING TO THE CUSTOMER.

NAME ______________________

GROCERY VOCABULARY

BACK ROOM: Work centers located away from the selling floor of the store. Here products are brought in, prepared for sale and stored.

BLOCKING: Stocking a shelf so that the product is in even layers. Products can be blocked to the front or back of the shelf.

BULK MERCHANDISE: Products that are sold without wrapping. Usually sold in a bulk foods department where customers serve themselves.

CASE LOT: A complete, unopened case of a product. Could also mean the number of cases of product bought at one price.

CONSUMER: A person, business, or group who buys and uses products sold in a supermarket.

DRY GROCERY: Food or non-food packaged items that will **NOT** spoil - found in supermarkets.

FACING: Stocking a shelf so that all products are pulled evenly to the front of the shelf.

FIXTURE: Unit of equipment used to hold and display products, such as a grocery shelf, freezer case, magazine or card rack, etc.

GENERAL MERCHANDISE (GM): Non-food products sold in food stores.

GONDOLA: Regular back-to-back grocery shelving unit.

HEALTH AND BEAUTY AIDS (HABA, HBA): A class of general merchandise including hair care items, medications, make-up, and first aid products.

HOUSEKEEPING: The job of keeping a store neat and clean.

NON-FOOD: Any product sold in a food store that cannot be eaten, including all general merchandise and grocery non-food items.

ROTATION: Moving **OLDER** products in a display or on a shelf so they will be sold before **NEWER** products.

STOCKING: Putting products on the shelf or display so they can be sold.

STOCKOUT: An item that is out-of-stock in the display area.

NAME ______________________________

GROCERY VOCABULARY - 1

BACK ROOM

BLOCKING

BULK MERCHANDISE

CASE LOT

CONSUMER

DRY GROCERY

FACING

FIXTURE

NAME ____________________________

GROCERY VOCABULARY - 2

GENERAL MERCHANDISE (GM)

GONDOLA

HEALTH AND BEAUTY AIDS (HABA, BHA)

HOUSEKEEPING

NON-FOOD

ROTATION

STOCKING

STOCKOUT

NAME ______________________________

GROCERY WORD SEARCH

DIRECTIONS: **FIND** AND **CIRCLE** THE GROCERY WORDS HIDDEN IN THE PUZZLE. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.

G	R	O	C	E	R	Y	R	B	C	Z	E	N	E	N	C	E	L	B
Q	U	I	M	E	A	L	A	F	S	C	O	N	S	U	M	E	R	L
B	O	N	Z	O	P	U	Y	B	Y	N	X	N	A	C	B	R	E	Y
L	R	E	F	G	A	M	G	L	U	N	T	S	G	A	M	Z	Q	S
O	H	A	E	H	W	A	S	L	T	H	F	U	Q	B	A	H	R	T
C	W	P	O	Z	H	E	X	R	I	P	S	A	B	L	O	T	S	O
K	M	P	N	E	I	O	G	M	S	G	S	T	C	E	E	F	C	C
I	P	L	A	Z	Y	T	T	P	K	T	K	T	O	I	A	O	R	K
N	R	E	R	O	T	A	T	I	O	N	G	R	L	P	N	N	A	I
G	I	R	P	X	G	R	F	R	E	T	S	F	E	R	L	G	S	N
Z	E	C	A	S	E	L	O	T	F	E	G	O	N	D	O	L	A	G
U	A	L	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	A
O	L	V	E	N	B	C	D	R	F	L	M	T	N	U	C	E	P	J
D	R	Y	G	R	O	C	E	R	Y	Z	A	M	O	C	P	D	O	T
A	F	P	S	T	Y	H	O	U	S	E	K	E	E	P	I	N	G	F

WORD LIST

THESE WORDS CAN BE FOUND IN THE PUZZLE:

BLOCKING
CASE LOT
CONSUMER
DRY GROCERY

FACING
GONDOLA
GROCERY
HOUSEKEEPING

ROTATION
STOCKING

ANSWER KEY

GROCERY WORD SEARCH

DIRECTIONS: **FIND** AND **CIRCLE** THE GROCERY WORDS HIDDEN IN THE PUZZLE. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.

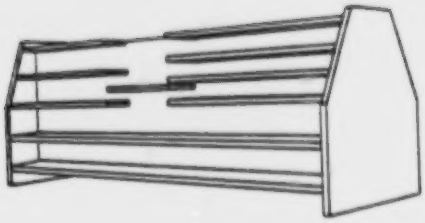
G	R	O	C	E	R	Y	R	B	C	Z	E	N	E	N	C	E	L	B
Q	U	I	M	E	A	L	A	F	S	C	O	N	S	U	M	E	R	L
B	O	N	Z	O	P	U	Y	B	Y	N	X	N	A	C	B	R	E	Y
L	R	E	F	G	A	M	G	L	U	N	T	S	G	A	M	Z	Q	S
O	H	A	E	H	W	A	S	L	T	H	F	U	Q	B	A	H	R	T
C	W	P	O	Z	H	E	X	R	I	P	S	A	B	L	O	T	S	O
K	M	P	N	E	I	O	G	M	S	G	S	T	C	E	E	F	C	C
I	P	L	A	Z	Y	T	T	P	K	T	K	T	O	I	A	O	R	K
N	R	E	R	O	T	A	T	I	O	N	G	R	L	P	N	N	A	I
G	I	R	P	X	G	R	F	R	E	T	S	F	E	R	L	G	S	N
Z	E	C	A	S	E	L	O	T	F	E	G	O	N	D	O	L	A	G
U	A	L	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	A
O	L	V	E	N	B	C	D	R	F	L	M	T	N	U	C	E	P	J
D	R	Y	G	R	O	C	E	R	Y	Z	A	M	O	C	P	D	O	T
A	F	P	S	T	Y	H	O	U	S	E	K	E	E	P	I	N	G	F

WORD LIST

THESE WORDS CAN BE FOUND IN THE PUZZLE:

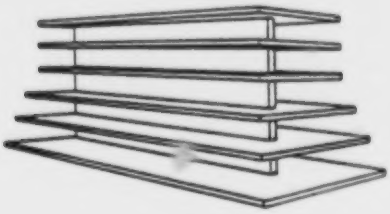
BLOCKING
CASE LOT
CONSUMER
DRY GROCERY
FACING
GONDOLA
GROCERY
HOUSEKEEPING
ROTATION
STOCKING

TYPES OF GROCERY SHELVING



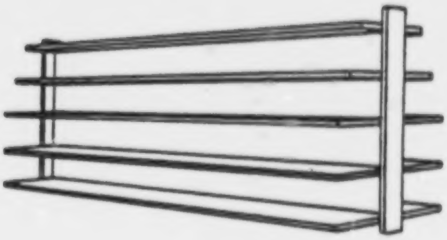
ADJUSTABLE SHELF GONDOLA

OPEN SHELVING THAT CAN BE MOVED OR ADJUSTED. GOOD FOR ITEMS THAT ARE TOO BIG OR SMALL FOR NORMAL SHELVING.



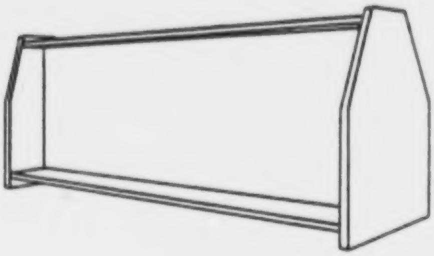
ISLAND GONDOLA

OPEN SHELVING ON ALL FOUR SIDES. USED FOR STOCKING BAKERY, HOUSEWARES, SOFT GOODS AND OTHER ITEMS.



OPEN-END GONDOLA

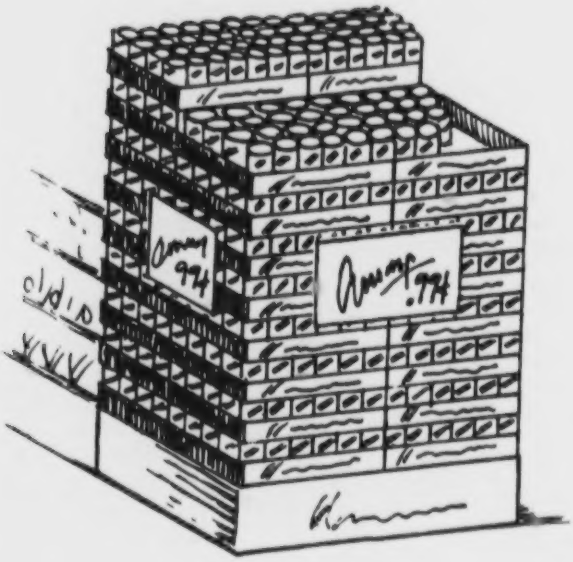
OPEN END SHELVING IS USED TO ADD ROOM FOR DISPLAY AND TO SHOW OFF THE PRODUCT. USEFUL FOR SNACK FOOD, BAGGED PET FOOD, CHARCOAL AND OTHER BULKY ITEMS THAT NEED ROOM.



REMOVABLE SHELF

ALL THE SHELVES CAN BE TAKEN OUT FOR STOCKING EXTRA LARGE ITEMS SUCH AS CASES OF SOFT DRINKS OR SPECIAL DISPLAY ITEMS.

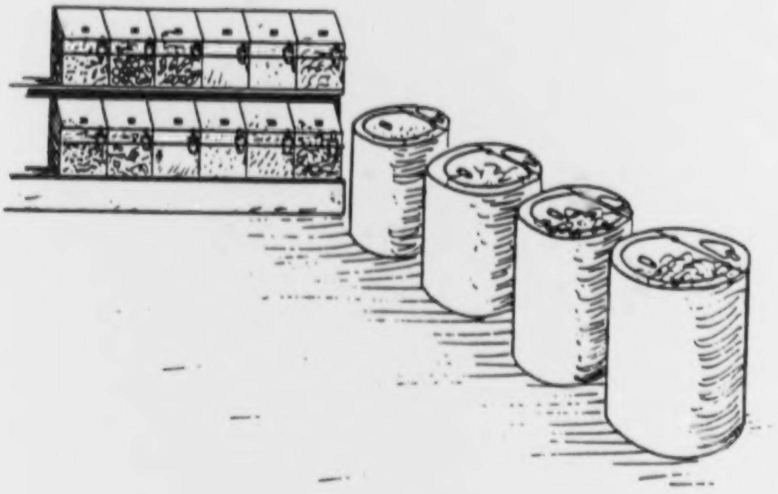
GROCERY DISPLAY



CUT-CASE DISPLAY

IN THIS DISPLAY THE PACKING CASE IS CUT AWAY - LEAVING A CARDBOARD TRAY TO SUPPORT THE PRODUCT. TRAYS ARE STACKED UP TO MAKE THE DISPLAY.

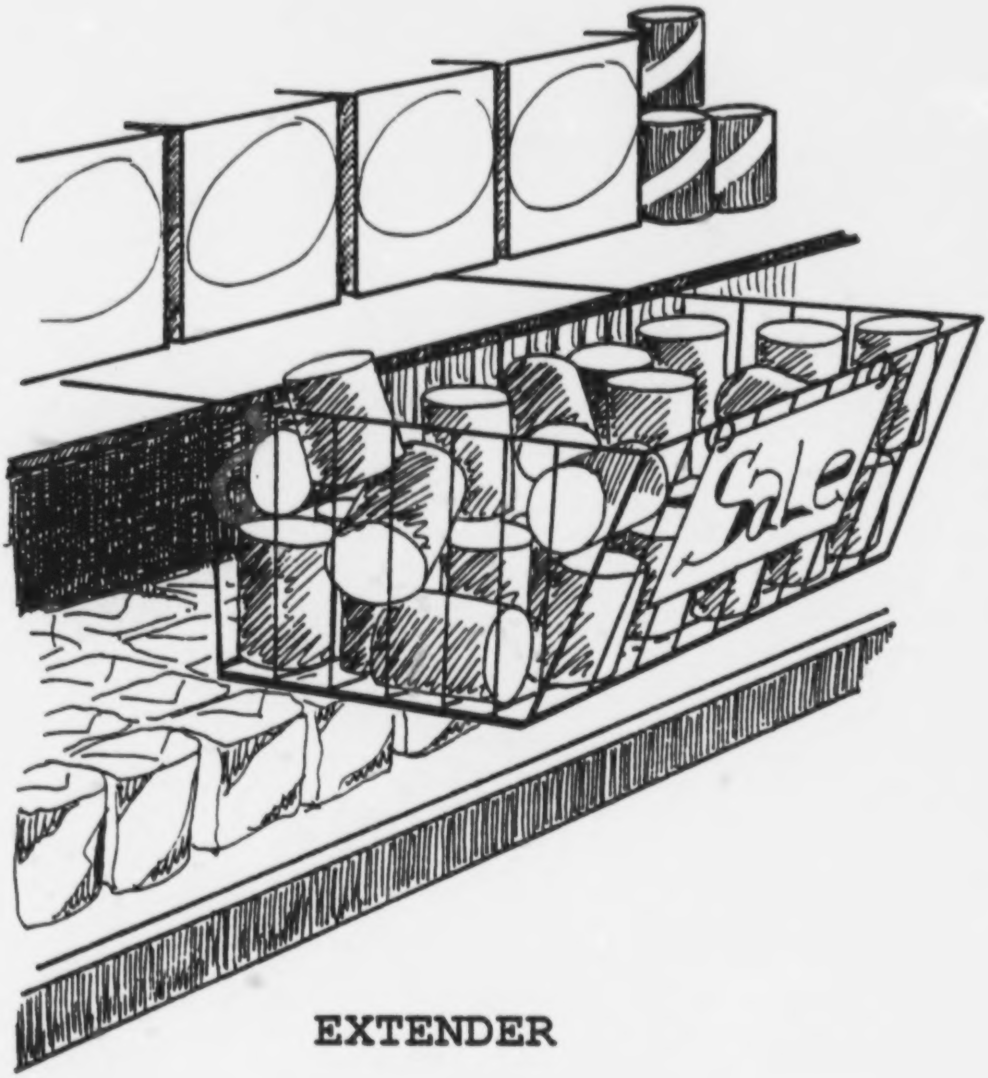
GROCERY DISPLAY



BULK DISPLAY

PRODUCTS ARE SOLD WITHOUT PACKAGING AND ARE DISPLAYED IN BINS OR BARRELS.

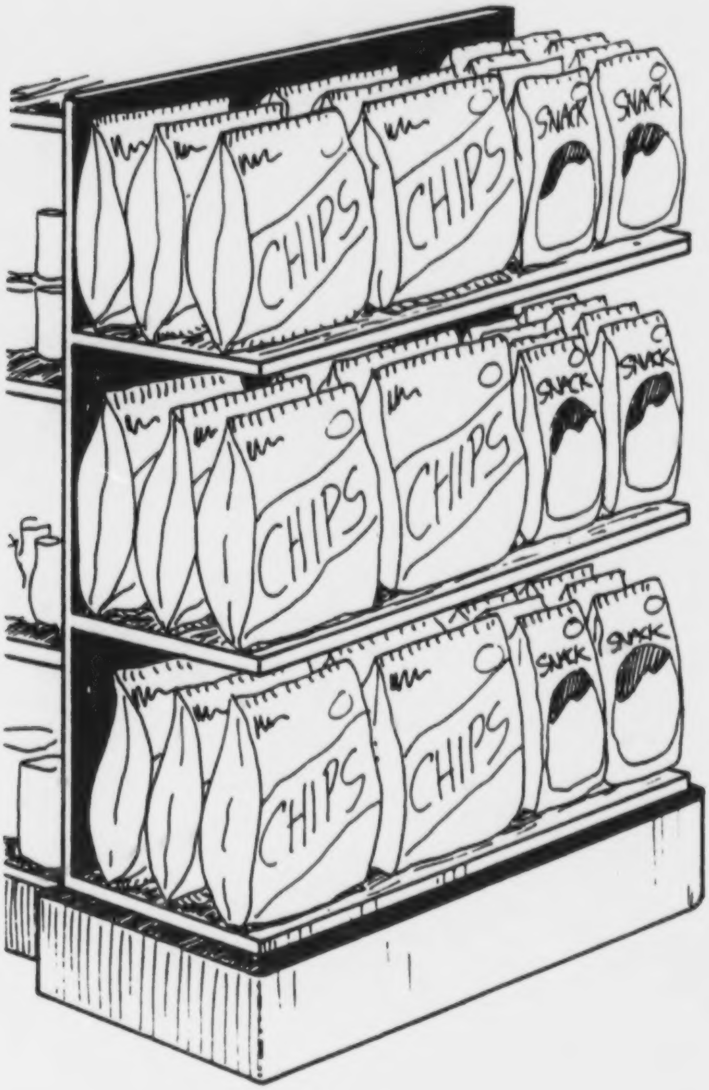
GROCERY DISPLAY



EXTENDER

AN EXTENDER IS A SHELF, TABLE, OR BASKET USED TO MAKE MORE DISPLAY SPACE. IT USUALLY TAKES UP SPACE IN AN AISLE.

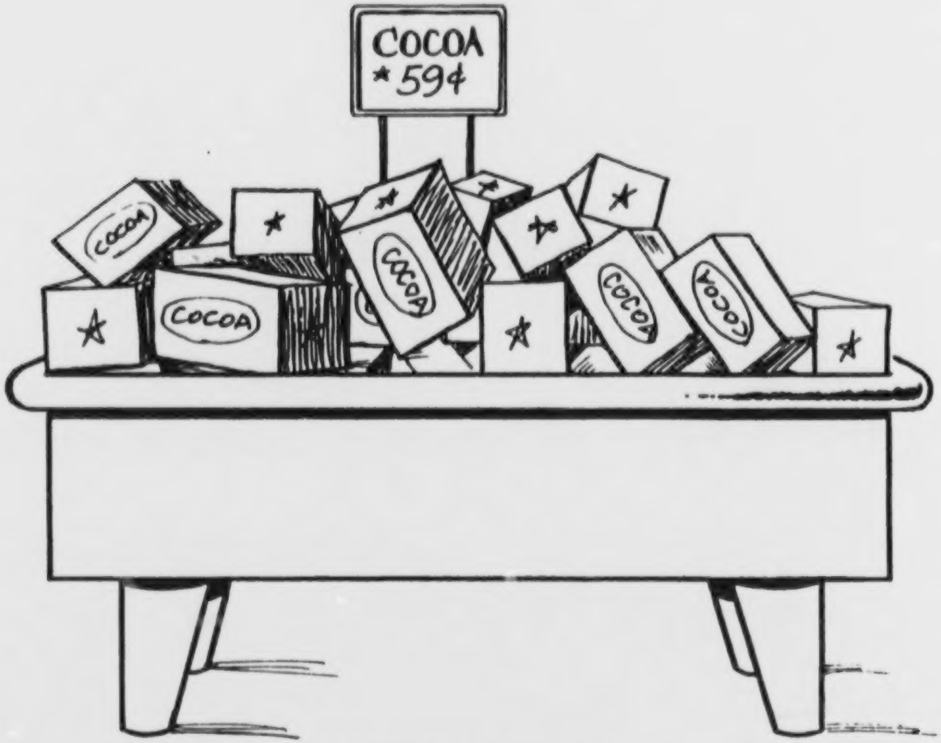
GROCERY DISPLAY


CHIPS
CHIPS
SNACK
SNACK
CHIPS
CHIPS
SNACK
SNACK
CHIPS
CHIPS
SNACK
SNACK

END DISPLAY

A DISPLAY OF GROCERIES AT THE END OF AN AISLE. SOMETIMES CALLED AN END CAP OR END AISLE DISPLAY.

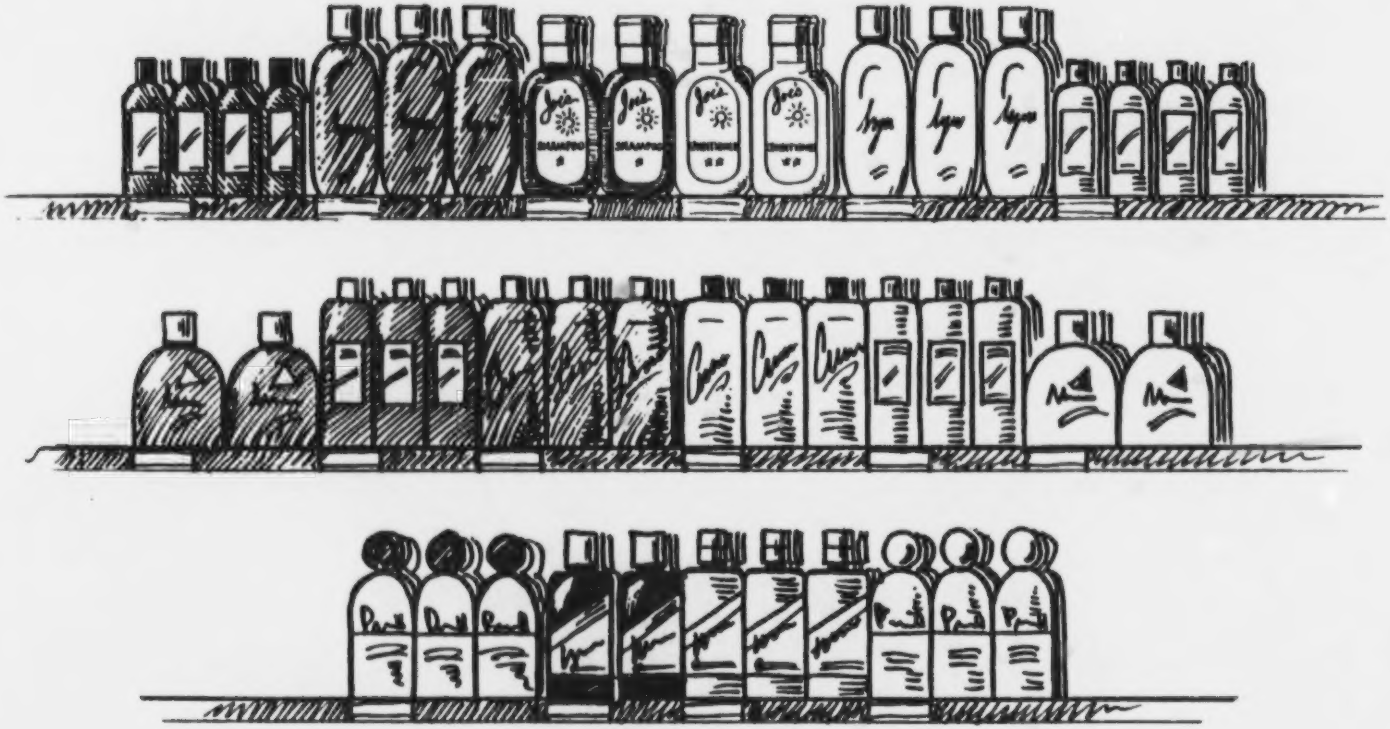
GROCERY DISPLAY


COCOA
* 59¢
COCOA
COCOA
COCOA
COCOA
COCOA

JUMBLED DISPLAY

PRODUCTS ARE DUMPED ON A TABLE OR IN A SHOPPING CART AND LOOK UNORGANIZED. THIS TYPE OF DISPLAY IS ALSO CALLED "TUMBLED" OR "DUMP" DISPLAY. IT IS A GOOD DISPLAY FOR PRODUCTS THAT DO NOT BRUISE OR BREAK.

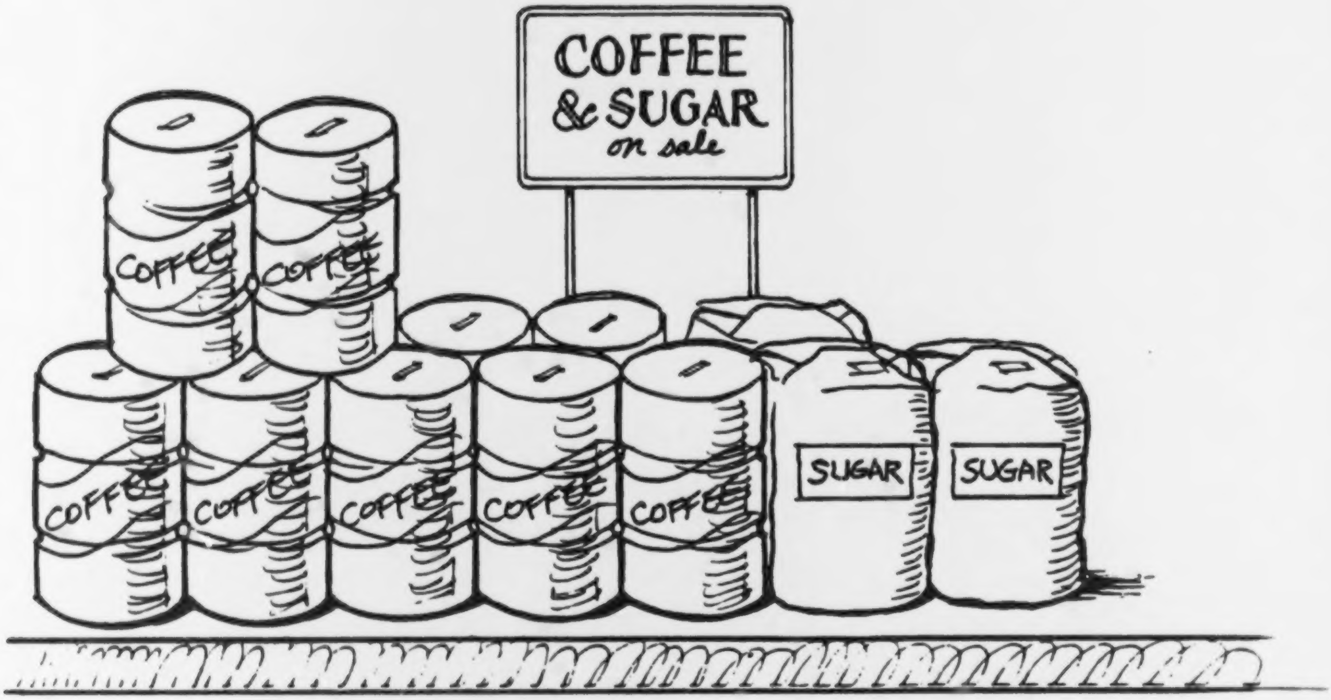
GROCERY DISPLAY


Joe's
Joe's
SHAMPOO
SHAMPOO
Joe's
Joe's

FAMILY GROUPING

THESE ARE DISPLAYS OF RELATED PRODUCTS. CUSTOMERS SEEM TO LIKE HAVING RELATED PRODUCTS TOGETHER.

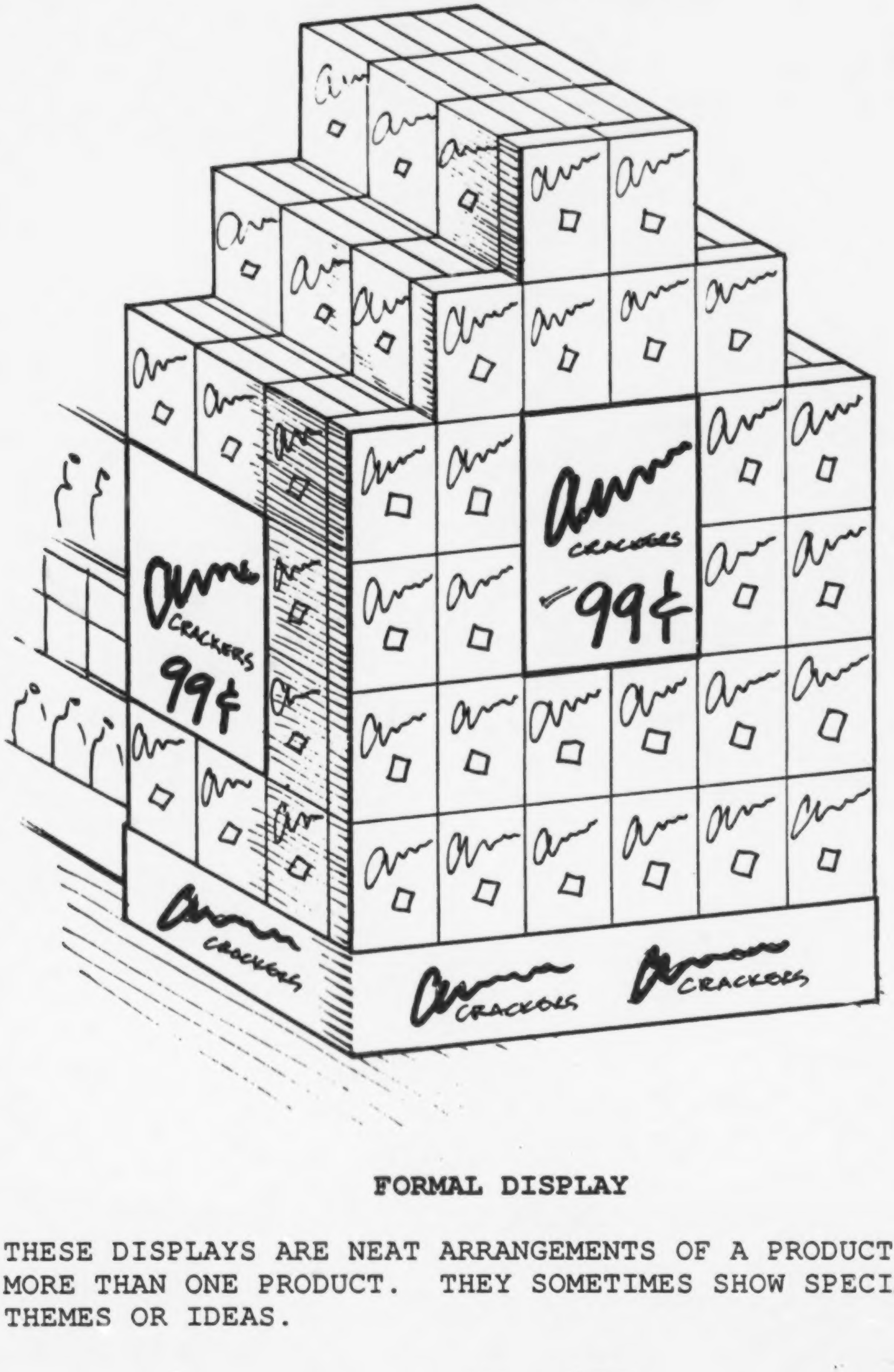
GROCERY DISPLAY


COFFEE
& SUGAR
on sale
COFFEE
COFFEE
COFFEE
COFFEE
COFFEE
COFFEE
COFFEE
SUGAR
SUGAR

TIE-IN DISPLAY

THIS IS A DISPLAY OF MORE THAN ONE RELATED PRODUCT. THESE DISPLAYS ARE DESIGNED TO MAKE CUSTOMERS THINK OF DIFFERENT WAYS TO USE PRODUCTS.

GROCERY DISPLAY


CRACKERS
99¢
CRACKERS
99¢
CRACKERS
CRACKERS
CRACKERS

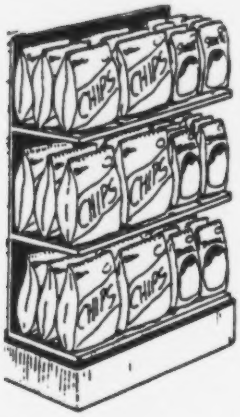
FORMAL DISPLAY

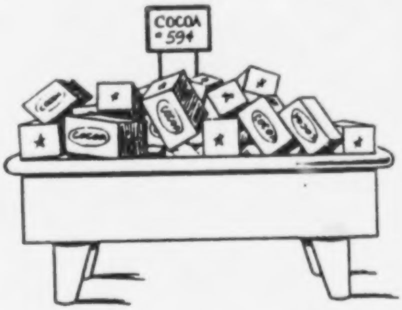
THESE DISPLAYS ARE NEAT ARRANGEMENTS OF A PRODUCT OR MORE THAN ONE PRODUCT. THEY SOMETIMES SHOW SPECIAL THEMES OR IDEAS.

NAME ______________________________

TYPES OF GROCERY DISPLAYS

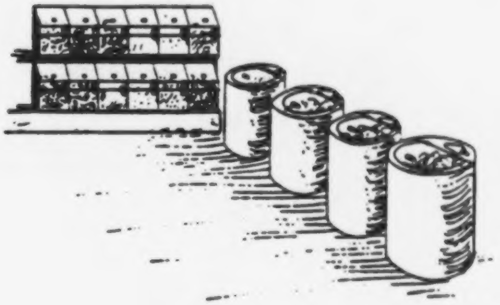
DIRECTIONS: DRAW A LINE FROM THE NAME OF THE DISPLAY TO THE PICTURE OF THE DISPLAY.

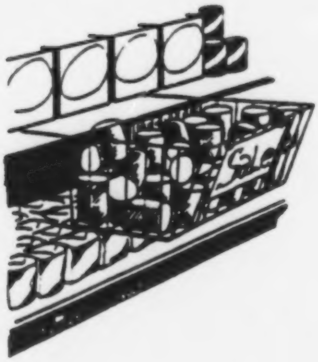




EXTENDER

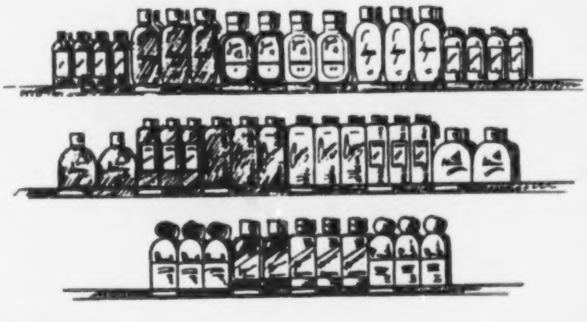
END



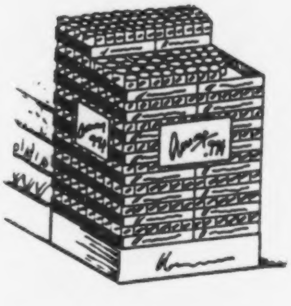


JUMBLED

CUT-CASE

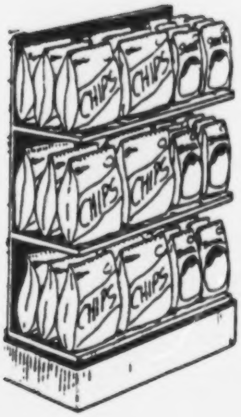


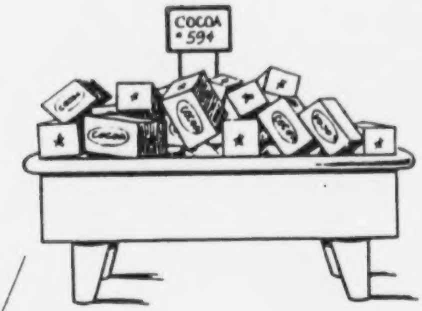
BULK



FAMILY GROUPING

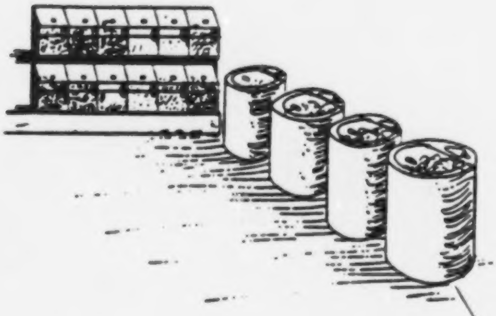
ANSWER KEY

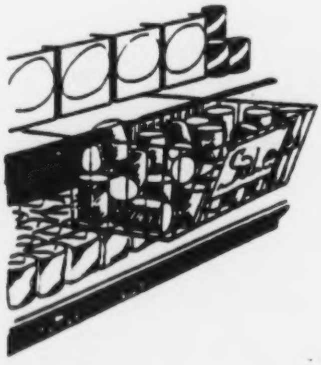




EXTENDER

END

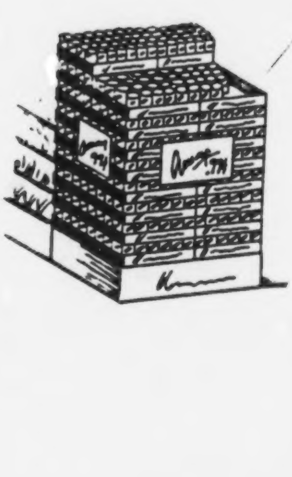




JUMBLED

CUT-CASE

BULK



FAMILY GROUPING

NAME ______________________________

DAIRY VOCABULARY

CODE-DATED: Product has date(s) in code showing when the product was made and how long it should be displayed before sale.

DAIRY CASE: Display unit for dairy products that keeps them cold to retard spoilage.

DAIRY PRODUCT: A food product that is made from cows milk.

FACING: Stocking the dairy case so that the products are pulled evenly to the front of the case.

HOUSEKEEPING: Keeping the department clean and neat.

OPEN DATING: A date on a label of a product that shows a pull date (a date by which the item must be sold), or pack date (the date an item was packaged).

PERISHABLE: A product that will spoil easily. Dairy products are very perishable and must be kept cold.

REFRIGERATE: To make or keep cool or cold.

ROTATION: Using FIFO (First In, First Out) method to stock and sell products. This is very important for selling dairy products which are perishable.

TEMPERATURE GAUGE: An instrument that shows how cold the dairy cases or refrigerators are.

NAME ______________________________

DAIRY VOCABULARY

CODE-DATED

DAIRY CASE

DAIRY PRODUCT

FACING

HOUSEKEEPING

OPEN DATING

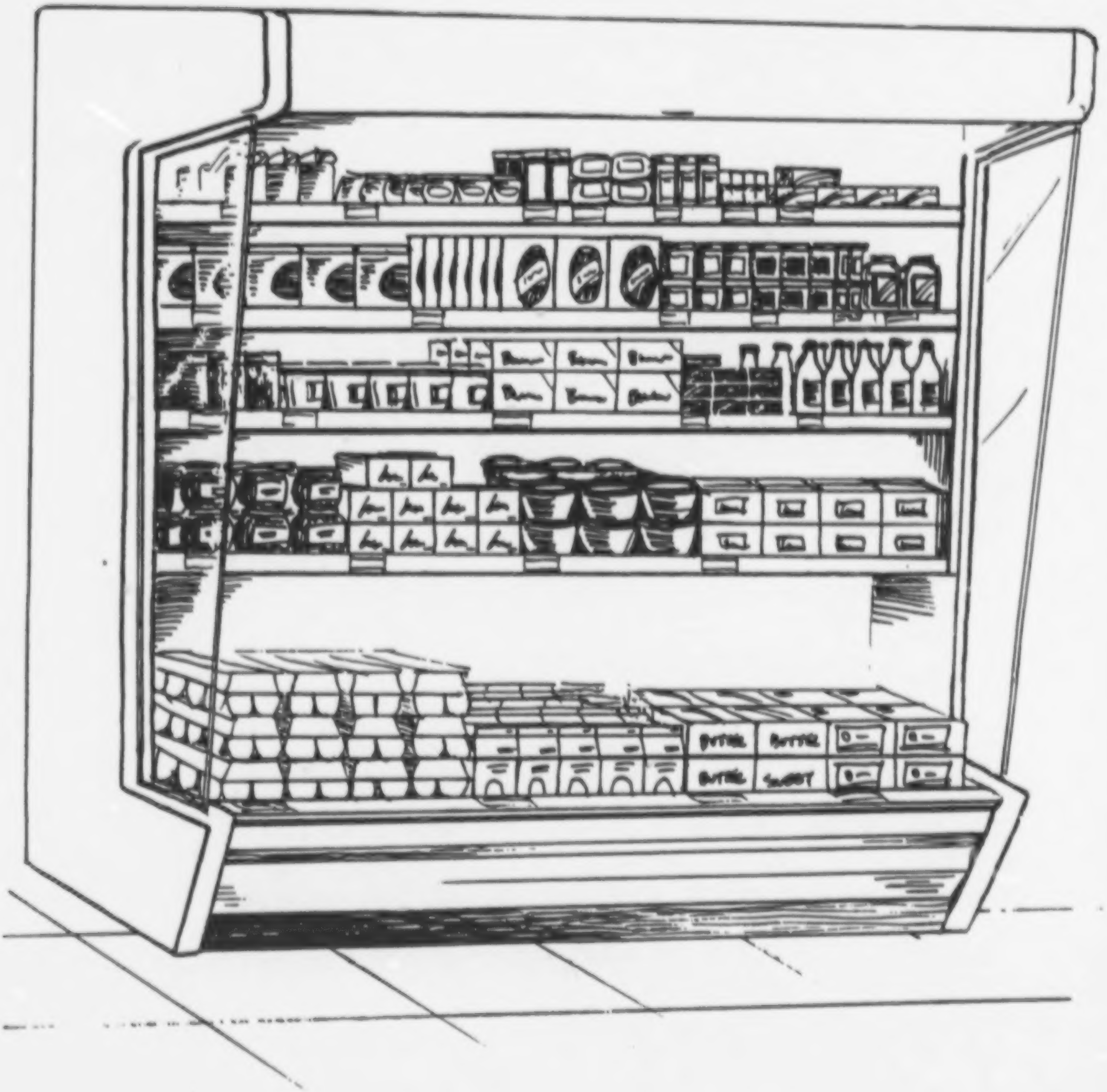
PERISHABLE

REFRIGERATED

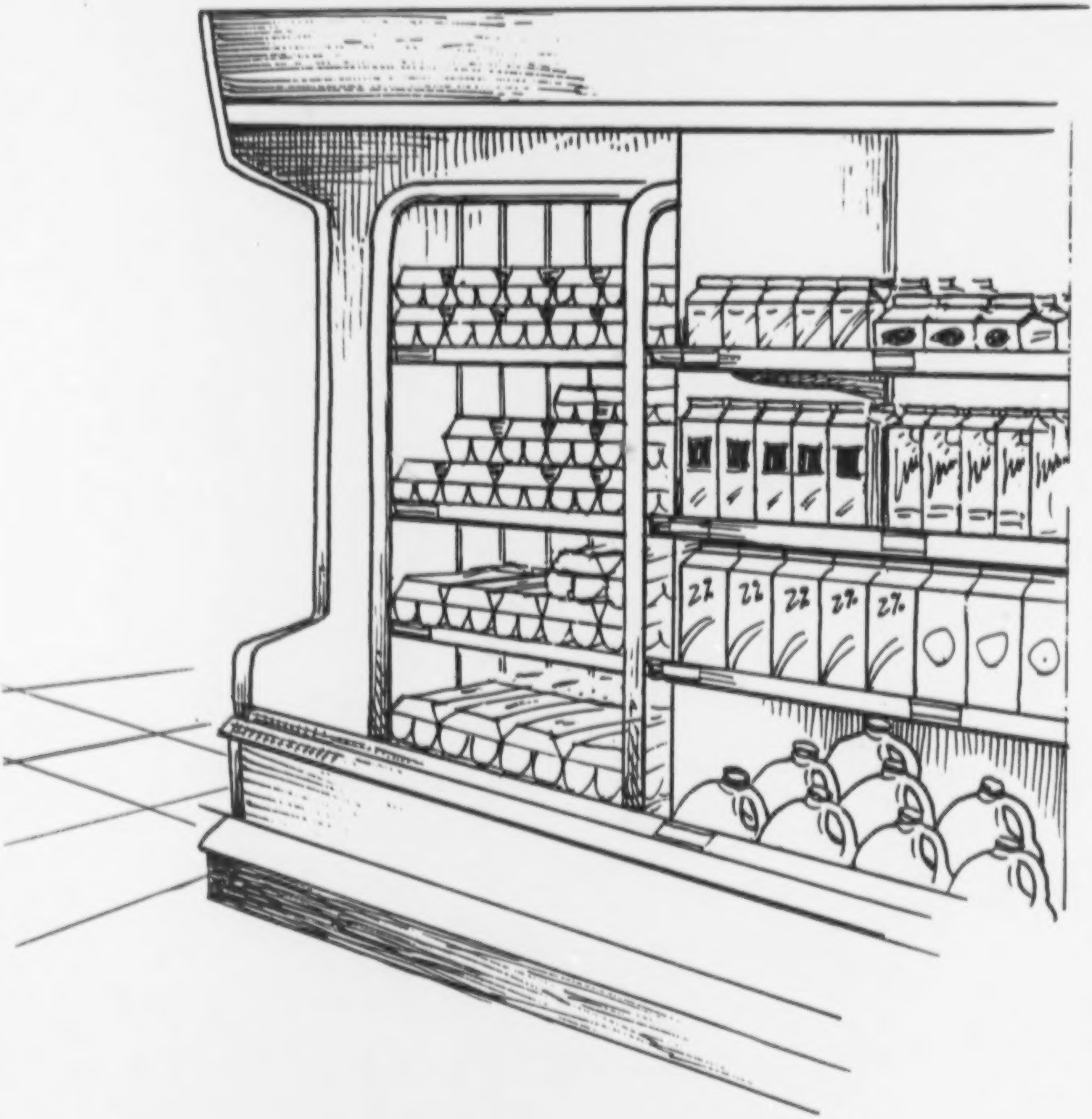
ROTATION

TEMPERATURE GAUGE

FRONT-LOADING DAIRY CASE


BUTTER
BUTTER
BUTTER
SWEET

REAR-LOADING DAIRY CASE



NAME ______________________________

PRODUCTS IN THE DAIRY DEPARTMENT

DIRECTIONS: VISIT THE DAIRY DEPARTMENT OF A SUPERMARKET AND PUT A CHECK (✓) BY THE ITEMS YOU SAW IN THE STORE.

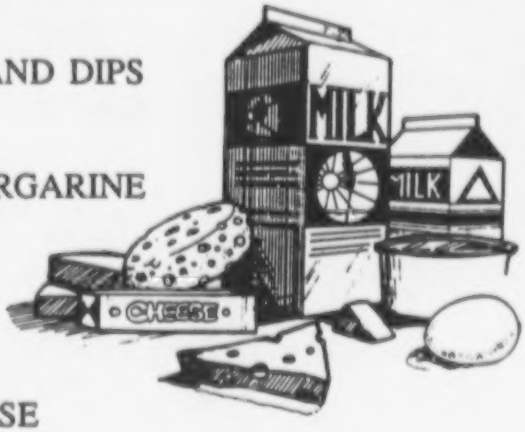
______________ 1. MILK AND MILK PRODUCTS

______________ 2. CREAM CHEESE AND DIPS

______________ 3. BUTTER AND MARGARINE

______________ 4. YOGURT

______________ 5. PROCESSED CHEESE



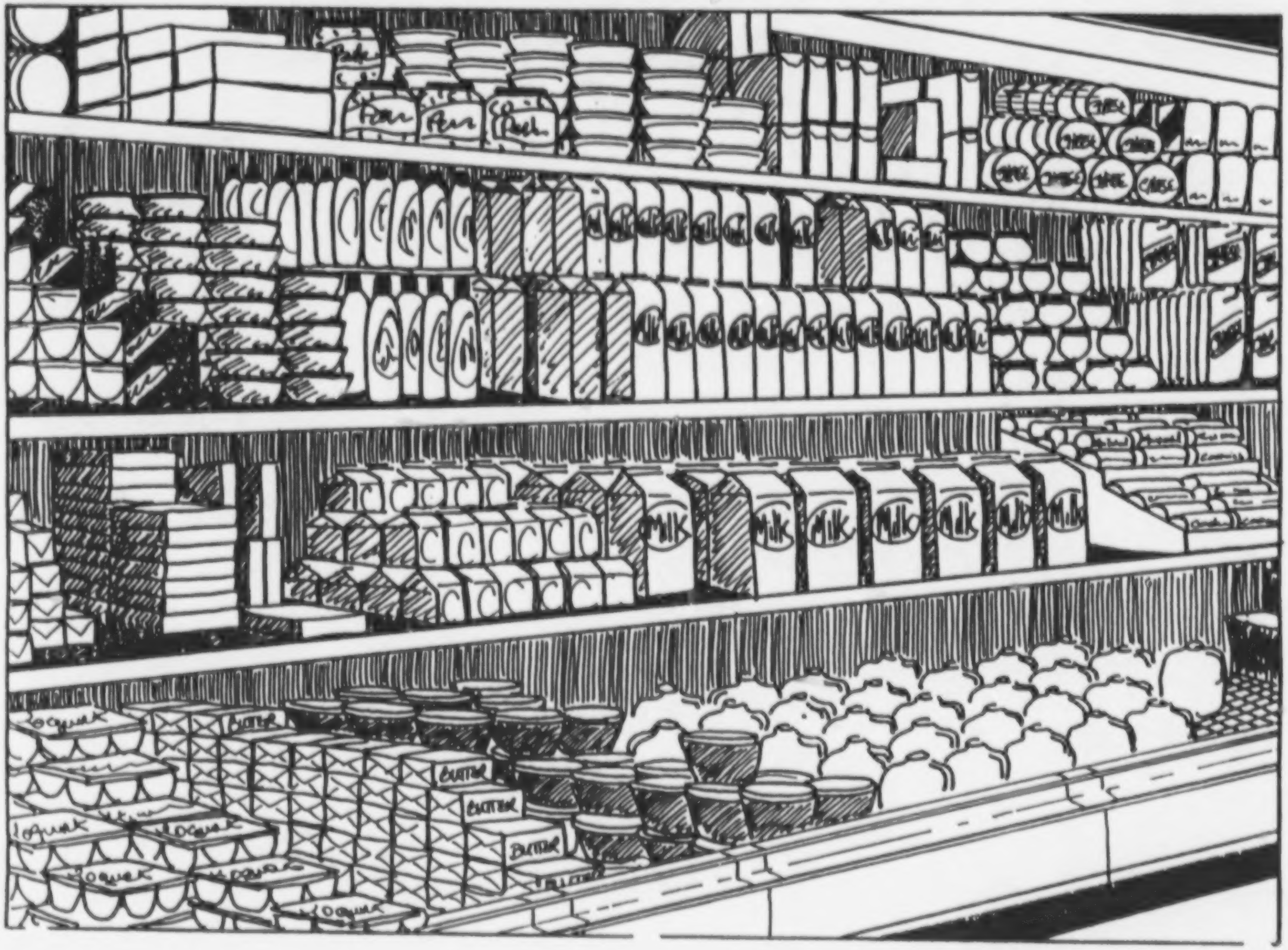
______________ 6. NATURAL CHEESE

______________ 7. READY TO BAKE ITEMS (rolls, pie crust)

______________ 8. DELICATESSEN ITEMS (pickles)

______________ 9. EGGS

A DAIRY CASE SHOWING SOME PRODUCTS SOLD IN THE DAIRY DEPARTMENT


Milk
BUTTER
Yogurt
CHEESE

NAME ______________________

DAIRY PRODUCTS WORD SEARCH

DIRECTIONS: **FIND** AND **CIRCLE** THE DAIRY PRODUCTS WORDS HIDDEN IN THE PUZZLE. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.

S	O	U	R	C	R	E	A	M	C	Z	E	N	E	N	C	E	L	B
Q	U	I	K	E	M	L	A	F	I	C	E	G	G	N	O	G	R	L
J	O	N	Z	O	P	U	Y	B	Y	L	X	N	A	C	B	R	E	Y
L	R	E	F	G	B	U	T	T	E	R	K	S	G	A	M	Z	Q	S
S	H	A	L	F	A	N	D	H	A	L	F	U	Q	B	A	H	R	L
C	P	P	O	Z	H	E	X	R	I	P	S	A	B	L	O	T	S	F
R	M	P	N	E	I	O	G	M	S	G	S	T	C	E	E	F	C	C
I	F	C	A	Z	Y	T	T	P	K	T	K	T	O	I	A	O	R	R
Y	R	H	B	U	T	T	E	R	M	I	L	K	L	P	N	N	A	E
C	I	E	P	X	G	R	F	R	E	T	S	F	E	R	L	G	S	A
H	E	D	A	S	E	L	O	T	F	E	G	E	W	Q	M	L	A	M
E	A	D	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	X
E	L	A	E	N	B	C	D	R	F	L	M	T	N	U	C	E	P	R
S	R	R	G	C	O	T	T	A	G	E	C	H	E	E	S	E	O	M
E	F	P	S	T	Y	O	G	U	R	T	M	N	S	W	I	S	S	I

WORD LIST

THESE WORDS CAN BE FOUND IN THE PUZZLE:

BUTTER
BUTTERMILK
CHEDDAR
CHEESE
COTTAGE CHEESE
CREAM
EGGNOG
HALF AND HALF
MILK
SOUR CREAM
SWISS
YOGURT

DAIRY PRODUCTS WORD SEARCH

ANSWER KEY

DIRECTIONS: **FIND** AND **CIRCLE** THE DAIRY PRODUCTS WORDS HIDDEN IN THE PUZZLE. WORDS CAN BE FOUND GOING LEFT TO RIGHT (HORIZONTALLY), DOWNWARD OR DIAGONALLY. A LIST OF HIDDEN WORDS IS AT THE BOTTOM OF THE PAGE.

S	O	U	R	C	R	E	A	M	C	Z	E	N	E	N	C	E	L	B
Q	U	I	K	E	M	L	A	F	I	C	E	G	G	N	O	G	R	L
J	O	N	Z	O	P	U	Y	B	Y	L	X	N	A	C	B	R	E	Y
L	R	E	F	G	B	U	T	T	E	R	K	S	G	A	M	Z	Q	S
S	H	A	L	F	A	N	D	H	A	L	F	U	Q	B	A	H	R	L
C	P	P	O	Z	H	E	X	R	I	P	S	A	B	L	O	T	S	F
R	M	P	N	E	I	O	G	M	S	G	S	T	C	E	E	F	C	C
I	F	C	A	Z	Y	T	T	P	K	T	K	T	O	I	A	O	R	R
Y	R	H	B	U	T	T	E	R	M	I	L	K	L	P	N	N	A	E
C	I	E	P	X	G	R	F	R	E	T	S	F	E	R	L	G	S	A
H	E	D	A	S	E	L	O	T	F	E	G	E	W	Q	M	L	A	M
E	A	D	A	B	R	A	N	E	R	R	L	E	Q	T	O	O	P	X
E	L	A	E	N	B	C	D	R	F	L	M	T	N	U	C	E	P	R
S	R	R	G	C	O	T	T	A	G	E	C	H	E	E	S	E	O	M
E	F	P	S	T	Y	O	G	U	R	T	M	N	S	W	I	S	S	I

WORD LIST

THESE WORDS CAN BE FOUND IN THE PUZZLE:

BUTTER

BUTTERMILK

CHEDDAR

CHEESE

COTTAGE CHEESE

CREAM

EGGNOG

HALF AND HALF

MILK

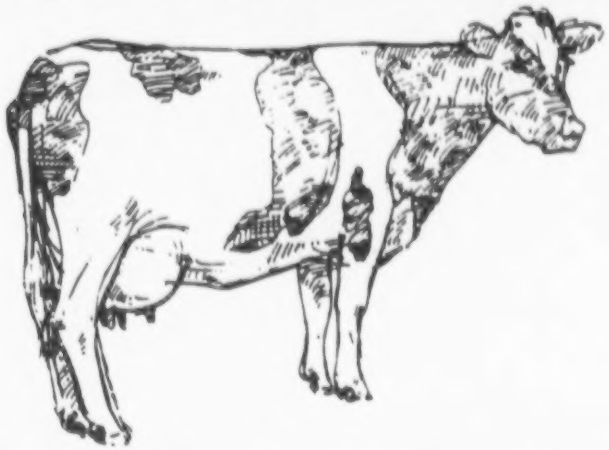
SOUR CREAM

SWISS

YOGURT

NAME ______________________

TYPES OF DAIRY PRODUCTS ACTIVITY



DAIRY PRODUCTS COME FROM COWS. MILK FROM THE COWS IS USED TO MAKE DIFFERENT DAIRY PRODUCTS. SOME EXAMPLES OF DAIRY PRODUCTS ARE:

WHOLE MILK
CREAM
COTTAGE CHEESE
SOUR CREAM
SWISS CHEESE
YOGURT
EGGNOG
CREAM CHEESE
BUTTER
BUTTERMILK
CHEDDAR CHEESE
SKIM MILK
CHEESE CURDS
HALF & HALF
BRICK CHEESE

DIRECTIONS: USING THE LIST OF DAIRY PRODUCTS ABOVE, ANSWER THE FOLLOWING QUESTIONS:

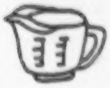
1. WHAT ARE SOME LIQUID DAIRY PRODUCTS?

2. WHAT ARE SOME SOFT DAIRY PRODUCTS?

3. WHAT ARE SOME HARD DAIRY PRODUCTS?

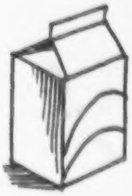
NAME ______________________

LIQUID MEASUREMENT



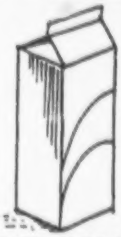
= 8 FLUID OUNCES

ONE CUP



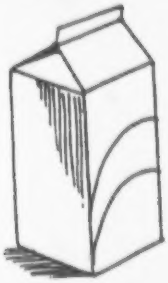
= 2 CUPS
16 FLUID OUNCES

ONE PINT



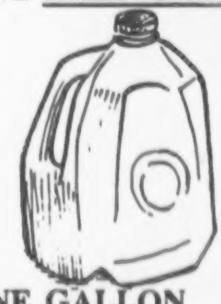
= 2 PINTS
4 CUPS
32 FLUID OUNCES

ONE QUART



= 2 QUARTS
4 PINTS
8 CUPS
64 FLUID OUNCES

ONE HALF GALLON



= 2 HALF GALLONS
4 QUARTS
8 PINTS
16 CUPS
128 FLUID OUNCES

ONE GALLON

LIQUID MEASUREMENT TABLE

	FLUID OUNCES	CUPS	PINTS	QUARTS
CUP	8	1	1/2	1/4
PINT	16	2	1	1/2
QUART	32	4	2	1
1/2 GALLON	64	8	4	2
GALLON	128	16	8	4

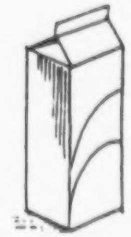
NAME ______________________________

LIQUID MEASUREMENT ACTIVITIES

DIRECTIONS:

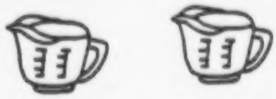
WRITE IN THE CORRECT NUMBER

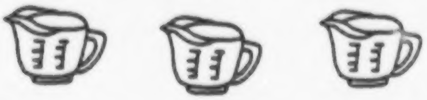
CIRCLE THE CORRECT ANSWER (A, B, C)

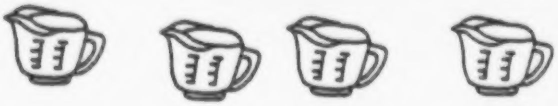


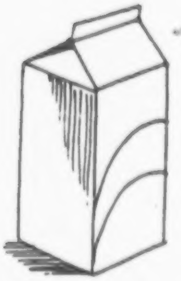
ONE QUART

= ____________ CUPS

A) 

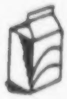
B) 

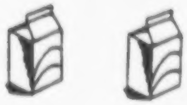
C) 

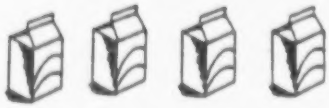


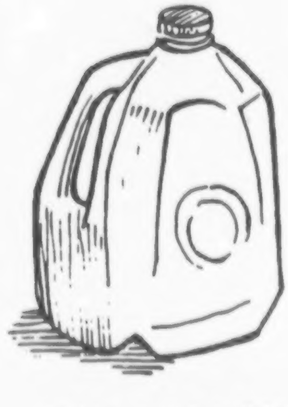
ONE HALF GALLON

= ____________ PINTS

A) 

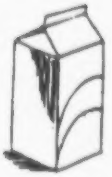
B) 

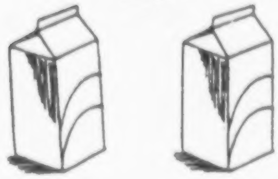
C) 

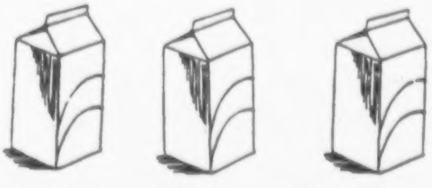


ONE GALLON

= ____________ HALF GALLONS

A) 

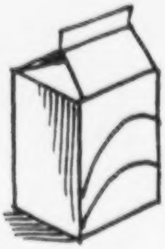
B) 

C) 

DIRECTIONS:

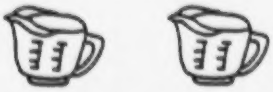
WRITE IN THE
CORRECT NUMBER

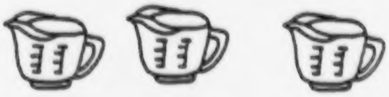
CIRCLE THE
CORRECT ANSWER (A, B, C)

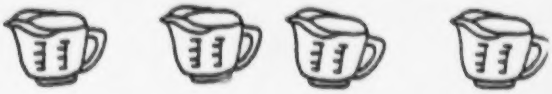


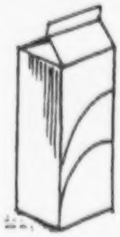
ONE PINT

= ____________ CUPS

A) 

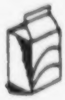
B) 

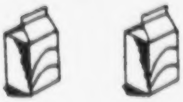
C) 

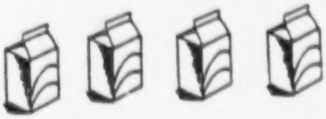


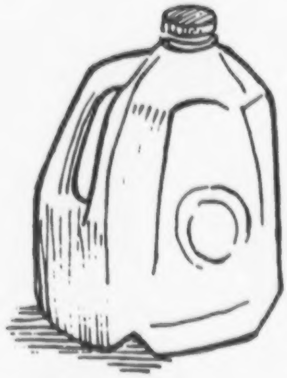
ONE QUART

= ____________ PINTS

A) 

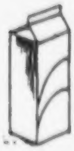
B) 

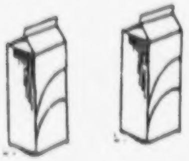
C) 

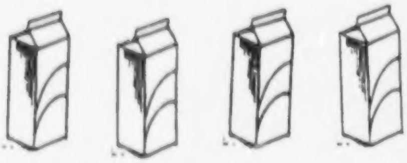


ONE GALLON

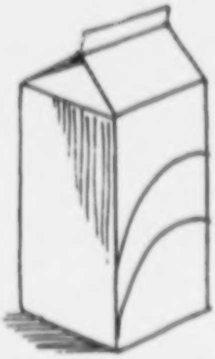
= ____________ QUARTS

A) 

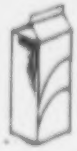
B) 

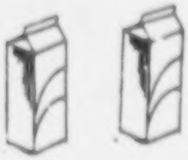
C) 

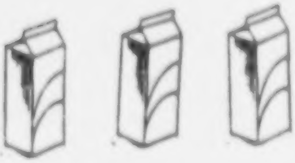
DIRECTIONS: WRITE IN THE CORRECT NUMBER — CIRCLE THE CORRECT ANSWER (A, B, C)



ONE HALF GALLON = ____________ QUARTS

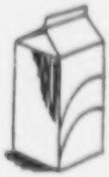
A) 

B) 

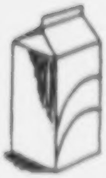
C) 

* * *

DIRECTIONS: WRITE IN THE CORRECT NUMBER.

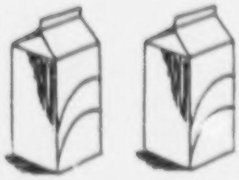


ONE HALF GALLON = ________________ CUPS



ONE HALF GALLON = ________________ QUARTS

ONE GALLON = ________________ QUARTS



TWO HALF GALLONS = ________________ GALLON

NAME ______________________________

LIQUID MEASUREMENT WORKSHEET

DIRECTIONS: Fill in the space with the correct number.

1. 1 CUP = ____________ FLUID OUNCES
2. 1 QUART = ____________ PINTS
3. 1 GALLON = ____________ FLUID OUNCES
4. 1/2 GALLON = ____________ CUPS
5. 1 GALLON = ____________ PINTS
6. 1 PINT = ____________ CUPS
7. 1/2 GALLON = ____________ FLUID OUNCES
8. 1/2 GALLON = ____________ QUARTS
9. 1 PINT = ____________ FLUID OUNCES
10. 1 QUART = ____________ CUPS
11. 1 QUART = ____________ FLUID OUNCES
12. 1 GALLON = ____________ QUARTS
13. 1/2 GALLON = ___________ PINTS
14. 1 GALLON = ____________ CUPS

LIQUID MEASUREMENT WORKSHEET

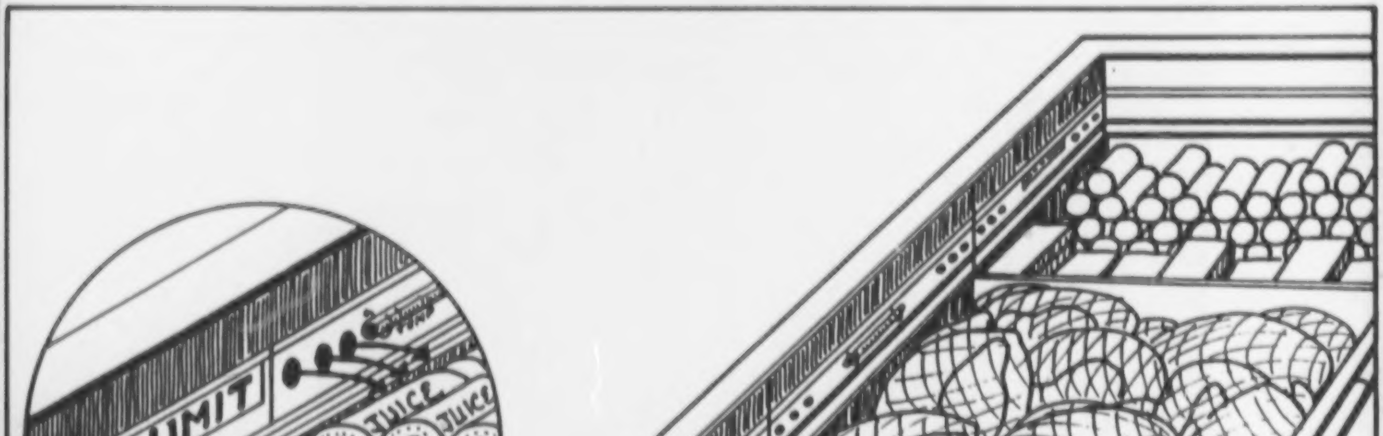
ANSWER KEY

DIRECTIONS: Fill in the space with the correct number.

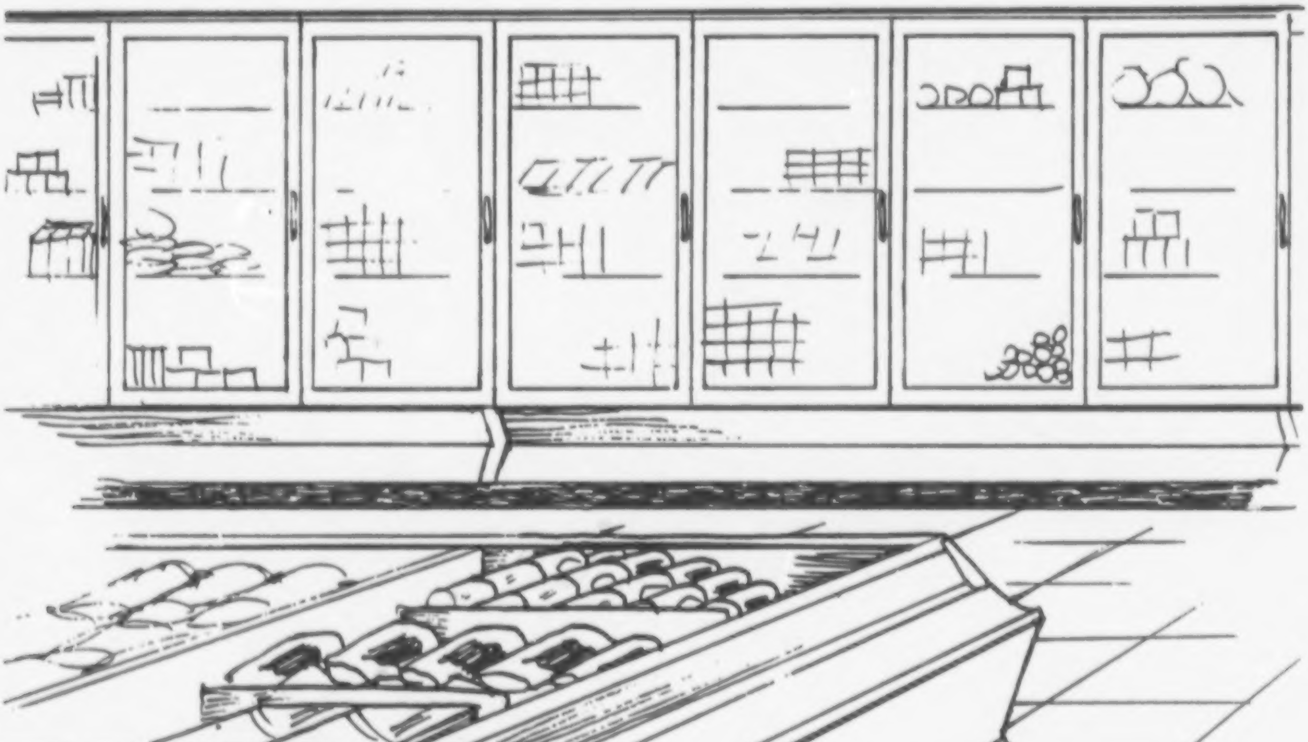
1. 1 CUP = _____8_____ FLUID OUNCES
2. 1 QUART = _____2_____ PINTS
3. 1 GALLON = _____128_____ FLUID OUNCES
4. 1/2 GALLON = _____8_____ CUPS
5. 1 GALLON = _____8_____ PINTS
6. 1 PINT = _____2_____ CUPS
7. 1/2 GALLON = _____64_____ FLUID OUNCES
8. 1/2 GALLON = _____2_____ QUARTS
9. 1 PINT = _____16_____ FLUID OUNCES
10. 1 QUART = _____4_____ CUPS
11. 1 QUART = _____32_____ FLUID OUNCES
12. 1 GALLON = _____4_____ QUARTS
13. 1/2 GALLON = _____4_____ PINTS
14. 1 GALLON = _____16_____ CUPS

FREEZER SHOWING LOADLINE

KEEP FROZEN FOODS BELOW THE LOAD LIMIT LINE OF THE FREEZER
SO THAT FOOD STAYS FROZEN


LOAD LIMIT
JUICE
JUICE
TV DINNER
TV DINNER
PIZZA
SALE
$4.98

FROZEN FOODS DEPARTMENT



SUPERMARKET CAREERS GLOSSARY

ACCIDENT: An event occurring by chance or through carelessness.

BACK ROOM: Work centers located away from the selling floor of the store. Here products are brought in, prepared for sale and stored.

BAGGER: An employee who packs customers' orders after they have been checked out at the cash register.

BLOCKING: Stocking a shelf so that the product is in even layers. Products can be blocked to the front or back of the shelf.

BULK MERCHANDISE: Products that are sold without wrapping. Usually sold in a bulk foods department where customers serve themselves.

CASE LOT: A complete, unopened case of a product. Could also mean the number of cases of product bought at one price.

CHECKER: An employee in a food store who runs the cash register and collects payment.

CHECKOUT: The cash register and bagging area of a food store.

CIRCULAR: A printed advertisement prepared by the retailer for use by the customer.

CODE-DATED: Product has date(s) in code showing when the product was made and how long it should be displayed before sale.

CONSUMER: A person, business, or group who buys and uses products sold in a supermarket.

COOLER: Equipment, located in the back room, which has refrigerated storage space. It must be checked daily to ensure that it is clean and that the products inside have been rotated.

DAIRY CASE: Display unit for dairy products that keeps them cold to retard spoilage.

GLOSSARY (CONT.)

DAIRY PRODUCT: A food product that is made from cows milk.

DRY GROCERY: Food or non-food packaged items that will NOT spoil. Found in grocery stores.

EMERGENCY PROCEDURES: Set plan of action to follow in an emergency.

EMPLOYEE: A paid worker at a grocery store.

FACING: Stocking a shelf so that all products are pulled evenly to the front of the shelf.

FIRE EXTINGUISHER: Something that puts out a fire; usually chemicals in a can.

FIRST AID: Emergency care given to a sick or hurt person before regular medical care can be given.

FIXTURE: Unit of equipment used to hold and display products, such as a grocery shelf, freezer case, magazine or card rack, etc.

FLAMMABLE: Burnable; easy to start burning.

FRUIT: The part of a plant that protects the seeds. Food examples include apples, pears, grapes, and peaches.

GENERAL MERCHANDISE (GM): Non-food products sold in food stores.

GONDOLA: Regular back-to-back grocery shelving unit.

GREEN GROCER: A person or store that sells fresh fruit and vegetables.

GLOSSARY (CONT.)

HEALTH AND BEAUTY AIDS (HABA, HBA): A class of general merchandise including hair care items, medications, make-up, and first aid products.

HOUSEKEEPING: The job of keeping a store neat and clean.

HYGIENE (PERSONAL): Personal cleanliness and grooming leading to health.

INVENTORY: All products on hand at a given time. Includes items in store and storage.

NON-FOOD: Any product sold in a food store that cannot be eaten, including all general merchandise and grocery non-food items.

OPEN DATING: A date on a label of a product that shows a pull date (a date by which the item must be sold), or pack date (the date an item was packaged).

PERISHABLE: A product that will spoil easily.

PERSONAL SAFETY EQUIPMENT: Equipment worn or used to protect oneself from accidents or getting hurt.

PREVENTION: To keep from happening (example: stopping or preventing accidents).

PRODUCE: Fresh fruits, vegetable and fresh products from fruits and vegetables.

PROTECTION (EYE, EAR, ETC.): To shield from getting hurt.

RECONDITIONING: The re-trimming and re-crisping of produce that has not sold by the end of a given period. Reconditioning helps produce look fresh.

REFRIGERATE: To make or keep cool or cold.

GLOSSARY (CONT.)

ROTATION: Using FIFO (First In, First Out) method to stock and sell products. Moving OLDER products in a display or on a shelf so they will be sold before NEWER products.

SAFETY: Concerned with being free from accidents.

SCALE: Mechanical or electronic device used to weigh items. Many new scales have price displays and can print Universal Product Code (UPC) labels.

SCANNER: An electronic device that reads Universal Product Codes (UPC).

STOCKING: Putting products on the shelf or display so they can be sold.

STOCKOUT: An item that is out-of-stock in the display area.

SUPERMARKET: A full-line, full-service food store which occupies 6,000 square feet or more and annually sells two million dollars or more of products.

TEMPERATURE GAUGE: An instrument that shows how cold the dairy cases, refrigerators or freezers are.

TOXIC: Poisonous.

TRIMMING: Removing damaged/discolored leaves or spots from produce to give it a fresh look.

TURNOVER: The rate or speed at which products are restocked because of customer purchases. Perishable food such as produce has a high turnover.

UNIVERSAL PRODUCT CODE (UPC): A computer code that identifies a product and its price at the checkout counter. An electronic scanner reads the code and sends the information to the store's central computer for instant inventory records.

GLOSSARY (CONT.)

VEGETABLE: Part or all of a plant which is eaten for food. Examples include carrots, potatoes, beets and lettuce.

VENTILATION: Circulation or movement of air; a system for providing fresh air.

WAXING: Putting a wax that can be eaten on some fruits and vegetables to make them last longer and look fresh and bright.

ZERO SUPPRESSION SYMBOL: A special version of the regular UPC (Universal Product Code) symbol.

INSTRUCTIONAL STRATEGIES

TOPIC 1: SAFETY

- Have students go in groups on a safety scavenger hunt of the classroom/lab. Have them find items such as the number of emergency exits, fire extinguishers, first aid kits, etc... Provide an answer sheet for them to fill in during the hunt. Go over the answers when all the groups are done.

- Have students brainstorm some causes of accidents in a supermarket (suggest some if they are having trouble). Then discuss how these accidents could be prevented or minimized.

- Have a store manager discuss the safety practices s/he expects from his/her employees and the importance of safety on the job.

- Have the students develop the safety rules for the class in their own words. If they help develop the rules and feel some ownership, they are more likely to follow the rules and police themselves. (NOTE: you may want to suggest some areas if the students don't think of them.)

- Demonstrate and discuss the proper ways to clean up spills of various kinds. For example: discuss the hazards of attempting to clean up spilled oil with water. Discuss what to do if glass is broken and how to safely clean it up.

- Students should be aware of how their actions affect other peoples' safety. Demonstrate some examples to the class such as: spills on the floor could cause people to slip and get injured; rushing around could knock others down; leaving items in the aisle where people could trip; etc. Discuss other examples you see in the classroom or worksite and talk over how these accidents can be prevented. Point out real life examples of carelessness as they occur in class and use these as an opportunity to stress safety.

TOPIC 2: COMMUNICATIONS

- Help students develop listening skills by playing the "telephone game". Have the class sit in a circle. Have one person (teacher at first) whisper a sentence or phrase in the ear of the person to the left. This person then whispers in the persons' ear to the left of her/him. Continue passing the message around the circle (via whispering) until you are back to the initial person. Have the last person say the message aloud. Compare this to the message that was started. Discuss roadblocks to communication and what went wrong. Why is it important to listen?

- One way to set a positive tone for staff meetings and other individual or group communication is to start each meeting by having each person say something good that happened to them that day.

TOPIC 2: COMMUNICATIONS (CONT.)

* Have students practice giving and receiving oral directions. First discuss the steps in interpreting or receiving oral directions. Steps:

1.Listen to oral directions.
2.Ask questions to clarify, if necessary.
3.Organize directions into a logical sequence.
4.Define outcomes.
5.Compare outcomes with original directions (return to #2 if **NOT** the same).

Second discuss the steps involved in giving oral directions. Steps:

1.Determine needed directions.
2.Gather information.
3.Organize the information.
4.Present the directions.
5.Answer any questions.

In teams of two have students practice giving and receiving oral directions. Have a student give oral directions that require at least five (5) steps to a classmate. Have the classmate evaluate how well they understood the directions.

TOPIC 3: HUMAN RELATIONS

* To practice relating to customers, have students role play being customers and store employees in various situations. For example:

•A customer can't find an item in the store and asks the employee for assistance.

•A customer just broke a jar of pickles in aisle 3 where you (the employee) are stocking shelves.

•A customer is upset because the size product he wants is out of stock and complains to you the employee.

Use other examples. After acting out each scenario, discuss with students the strong points and weak points (in human relation terms) of the role play response. Discuss alternative ways of dealing with the same situation and how store policies may dictate their response.

* Conduct mock staff meetings in the class on a periodic basis to give students practice in group decision-making and participation. Have students take different roles in the group, i.e. leader, information giver, etc.

* To promote positive human relations/communication among students (or employees) it is important that they feel a part of the group or team. In order to foster team building have student work together in teams in the class and shop. Have them first work with friends (individuals they get along with) and later with students they may not know as well.

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TOPIC 3: HUMAN RELATIONS (CONT.)

- Have students cut pictures of people out of magazines. As a class look at each of the pictures and discuss the "image" the person is projecting. Talk about the image the students want to project as employees of a food retailer. Discuss how clothing and personal appearance affect how people perceive us and what image we project.

TOPIC 4: FRONT END - GENERAL

- Have a bag-off contest or bagging relay to generate some enthusiasm for the job and get practice. Emphasize that speed as well as accuracy in bagging are desired. (i.e. deduct points for broken eggs, smashed bread, etc.)

- Use students who have developed skills to teach other students bagging and other front end tasks. This can increase the confidence and skill level of the student, support teamwork and give you, the teacher, time to work with other students.

- Have students individually or in teams interview a person who works at a supermarket front end. Have them report to the class what the person's job responsibilities are, how they got their job, etc. As a class discuss the functions and responsibilities of the front end personnel.

- Practice displaying promotional material around the class. Promotional materials can be obtained from local retailers or manufacturers.

TOPIC 5: FRONT END OPERATIONS - CASHIER

- Ask students how they like to be treated by other people. Other people like to be treated nicely too. Explain that being nice to other people is a good thing to do but also is a part of their **JOB**.

  As part of a job they have to be friendly, helpful and courteous - no matter how they feel (tired, angry, etc.). Have students practice being friendly; try greeting, helping or serving and saying goodbye.

- Video tape students as they portray a friendly, courteous cashier. Play back the tape to the student so they can see the image they project. It may be easier to tape two students role-playing as customer and cashier.

- Practice making change in both coins and bills. You may have to spend a large amount of time on money and math concepts related to being a cashier. Practice daily or weekly throughout the year so students can gain these skills.

- Keep a cash drawer in class with real coins and real or fake bills. Make it the responsibility of the students to balance out the drawer at the end of the day.

TOPIC 5: FRONT END OPERATIONS - CASHIER (CONT.)

- Discuss security aspects of being a cashier with the students. They will be responsible for the store's profits. Students should be aware to look under the carts, check inside items, always keep cash drawer shut unless tending money, locking cash drawer if leaving station and other security measures.

TOPIC 6: PRODUCE

- Demonstrate to students how produce will spoil and look undesirable if not handled properly or reconditioned. Set up a comparison situation for a school week. In one area leave produce **UNATTENDED** the whole week. In another area attend to the produce by trimming, sprinkling, wrapping or whatever the proper treatment for that produce. At the end of the week (if you can wait that long) compare the two groups of produce. Ask students which produce they would eat or buy. Discuss the value of maintaining fresh, desireable produce.

- Tour a produce department and back room area of a local supermarket to look at the products, activities, personnel and services offered in this department.

- Demonstrate the safe handling and operation of equipment used in this department, including case cutters, wrap cutters and sealers.

- Visit a supermarket salad bar. Discuss the special needs of the produce presented this way. Talk about sanitation and other concerns of this service.

- Use produce identification slides, videos or pictures to familiarize students with the large array of products available in the produce department (see resources listed in back of this publication).

TOPIC 7: GROCERY

- Have students practice setting up and maintaining a variety of types of grocery displays. Discuss health and safety requirements for displays such as: no food products placed directly on the floor, extenders not to impede aisle traffic, etc....

- Have students practice pricing and packing out groceries and general merchandise. You can use either live products or dummy products. Students should practice facing and spacing products on the shelves.

- Demonstrate to students and have him practice the safe operation of a case cutter. Always insist on safe handling of these sharp tools in the classroom and on the job.

- Have students conduct an inventory of the classroom shelves. Use an inventory sheet from the store(s) where students are working. Discuss computerized inventory systems and show students a print-out. Tie this information back to the role of the cashier in computerized inventory.

TOPIC 8: DAIRY

- Have students practice loading products into both front and rear loading dairy cases. Use sand or other weight in empty dairy product containers to give students the feel of working with "live" product.

- Visit a local dairy department to observe the personnel, dairy cases and types of products displayed in this department. Have students bring written question (developed earlier) with them on the field trip. This will help to keep the activity focused. Have a dairy department employee (manager/other) explain the functions that go on in this department.

- After teaching students how to read a temperature gauge, practice the procedure to follow if temperature is too high. Use role-play to have students practice this procedure.

- Discuss with students the importance of refrigeration and sanitary handling of dairy products. Students should know that these products are very perishable and should be handled quickly and in small lots when out on the floor without refrigeration.

- Have students practice their knowledge of date codes by asking them to determine whether to keep or toss the merchandise on the shelves. Tell them what date it is today (real or made up) and have them go through the inventory and either keep or toss. Again discuss the perishable nature of dairy products and why it is important that they are fresh.

TOPIC 9: FROZEN FOODS

- Have students practice handling and rotating frozen foods in various types of freezers.

- After teaching students how to read a temperature gauge on a freezer, have them practice the procedure to follow if the temperature is too high. Use role-playing to have students practice this procedure.

- Practice pricing frozen food items.

- Demonstrate and have students practice housekeeping procedures in the frozen foods department. Discuss sanitation, cleanliness and other aspects of housekeeping.

- Have students wear gloves when practicing handling frozen foods to get them in the practice of safety.

Resource Materials

The following are a group of textbooks which are Cornell University Home Study Program materials. The program and its materials are designed specifically for gaining knowledge about the food industry. In most cases, they are the only texts available pertaining to the industry.

Books have been selected for their applicability to the competencies listed in the "Supermarket Careers" curriculum notebook.

TEXT	**TOPICS**
The Complete Manager by Edward M. Harwell. Copyright 1985 by Chain Store Publishing Corp., New York, N.Y.	• Safety • Communications • Human Relations
Customer Relations by Lloyd Moseley. Copyright 1989 by Chain Store Publishing Corp., New York, N.Y.	• Safety • Communications • Human Relations
Food Merchandising: Principles and Practices by T.W. Leed and G.A. German. Copyright 1985 by Lebhar-Friedman Books, New York, N.Y.	• Front End Operations - General • Produce • Grocery • Dairy • Frozen Foods
Food Store Sanitation by D.C. Rishoi and R.B. Gravani. Copyright 1989 by Chain Store Publishing Corp., New York, N.Y.	• Safety • Human Relations • Front End Operations - General • Produce • Grocery • Dairy • Frozen Foods
Food Store Security by C.I. Miller. Copyright 1989 by Cornell University, Ithaca, N.Y.	• Safety • Communications • Human Relations • Front End Operations - General and Cashier • Grocery
Front End Management by E.M. Harwell and W.E. Kinslow. Copyright 1988 by Lebhar-Friedman Books, New York, N.Y.	• Safety • Communications • Human Relations • Front End Operations - General and Cashier

Fundamentals of the Food Industry: A Part-timer's Guide by G.S. Hayward and R.C. Nolan. Copyright 1988 by Cornell University, Ithaca, N.Y.	• Safety • Communications • Human Relations • Front End Operations - General • Produce • Grocery • Dairy • Frozen Foods
General Merchandise/Health and Beauty Aids Management and Operations by A. Lewis and I.B. Converse. Copyright 1989 by Lebhar-Friedman Books, New York, N.Y.	• Human Relations • Grocery (General Merchandise)
Grocery Management and Operations by G.S. Hayward and R.C. Nolan. Copyright 1986 by Cornell University, Ithaca, N.Y.	• Safety • Communications • Human Relations • Grocery • Dairy • Frozen Foods
Ice Cream/Frozen Novelty Management and Operations by W.K. Jordan and W. G. Earle. Copyright 1985 by Cornell University, Ithaca, N.Y.	• Frozen Foods
Managing and Training People by E.M. Harwell. Copyright 1985 by Lebhar-Friedman Books, New York, N.Y.	• Safety • Communications • Human Relations
Produce Management and Operations by B.J. Imming. Copyright 1988 by Cornell University, Ithaca, N.Y.	• Safety • Communications • Human Relations • Produce

All of the above textbooks are available through the Cornell University Home Study Program at 247 Warren Hall, Ithaca, N.Y. 14853. (For phone orders, 607-255-3028.) Texts are priced at $24.50 each, which includes handling and shipping.

Other materials related to the food industry may be obtained by contacting the Food Marketing Institute and National Grocers Association. Addresses and phone numbers are listed below:

Food Marketing Institute
1750 "K" Street
Washington, D.C. 20006
(202) 452-8444

National Grocers Association
1825 Samuel Morse Drive
Reston, VA 22080
(703) 437-5300

TRANSPARENCY MASTERS

SAFE LIFTING

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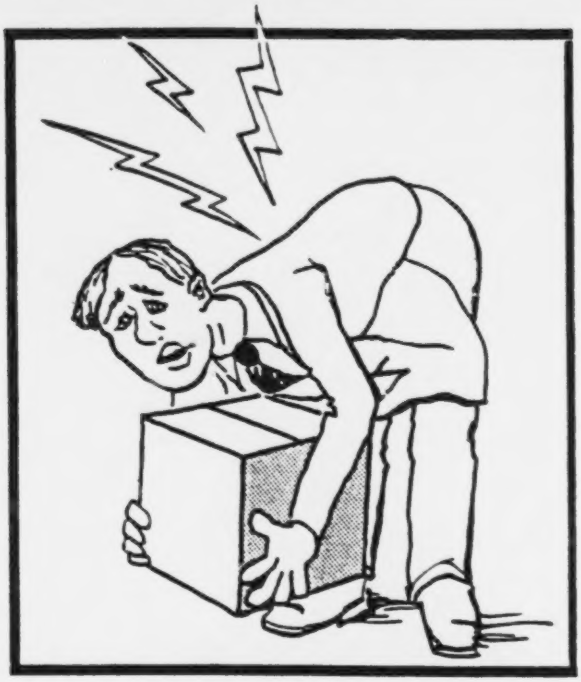
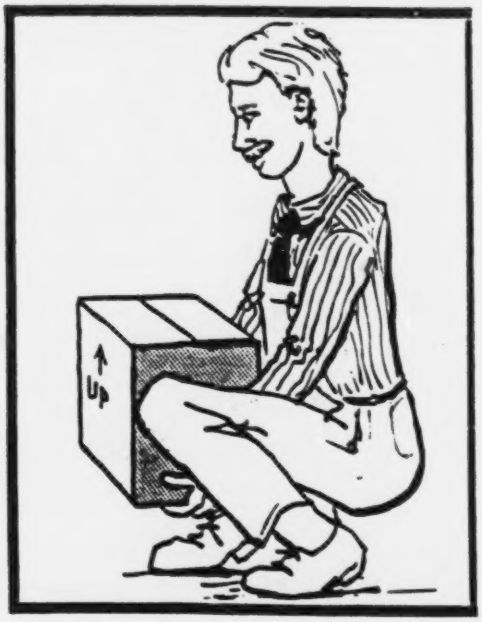


DON'T LIFT WITH WITH STRAIGHT LEGS; YOU COULD HURT YOUR BACK

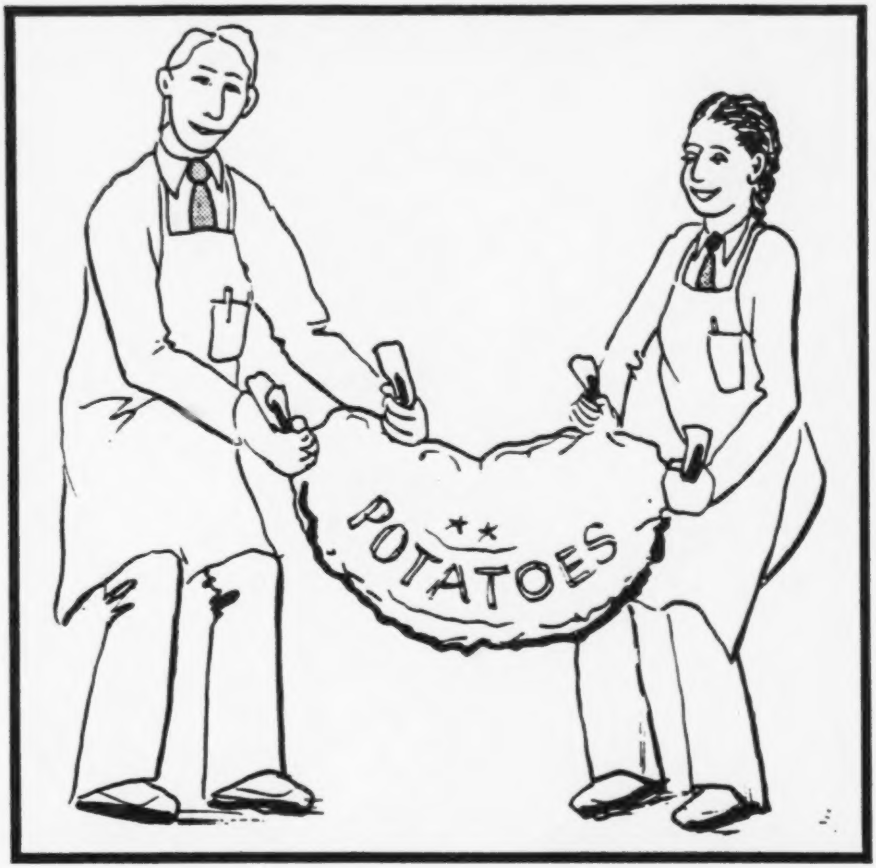
D
O



DO LIFT WITH YOUR LEGS; BEND LEGS TO HELP WITH THE LOAD AND KEEP YOUR BACK STRAIGHT.

PRACTICE **SAFE** LIFTING IN YOUR CLASSROOM.

SAFE LIFTING

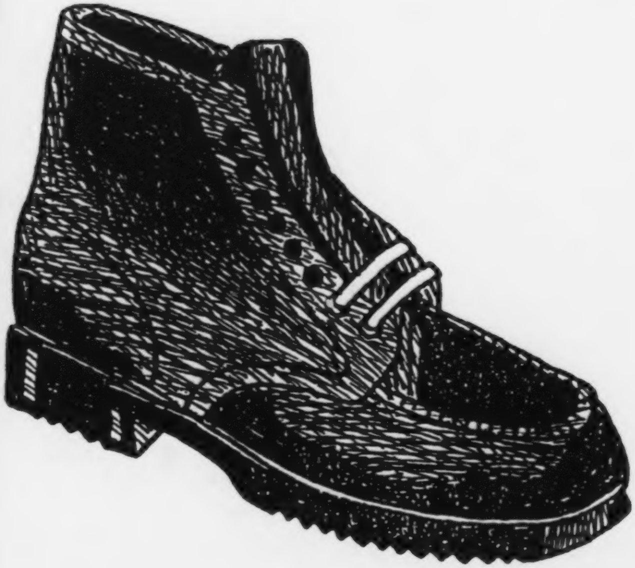


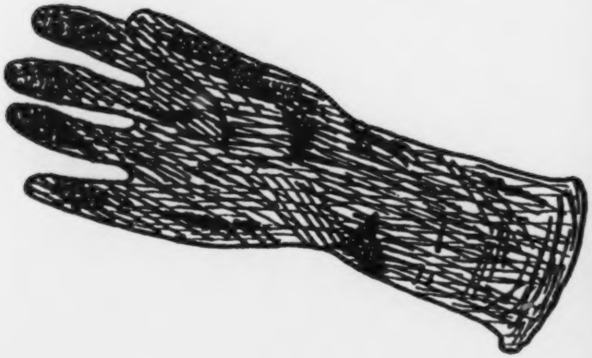
GET A FRIEND TO HELP LIFT HEAVY LOADS

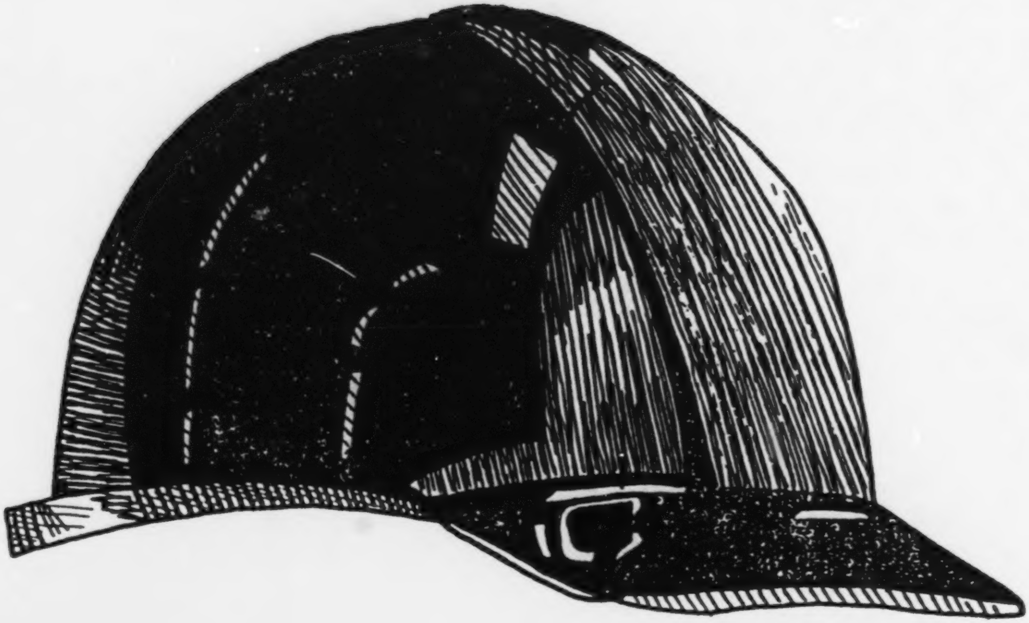
- KEEP YOUR KNEES BENT AND YOUR BACK STRAIGHT -

**PRACTICE LIFTING WITH A FRIEND -
ASK YOUR TEACHER TO SHOW YOU HOW**

GLOVES AND HARD-TOED SHOES

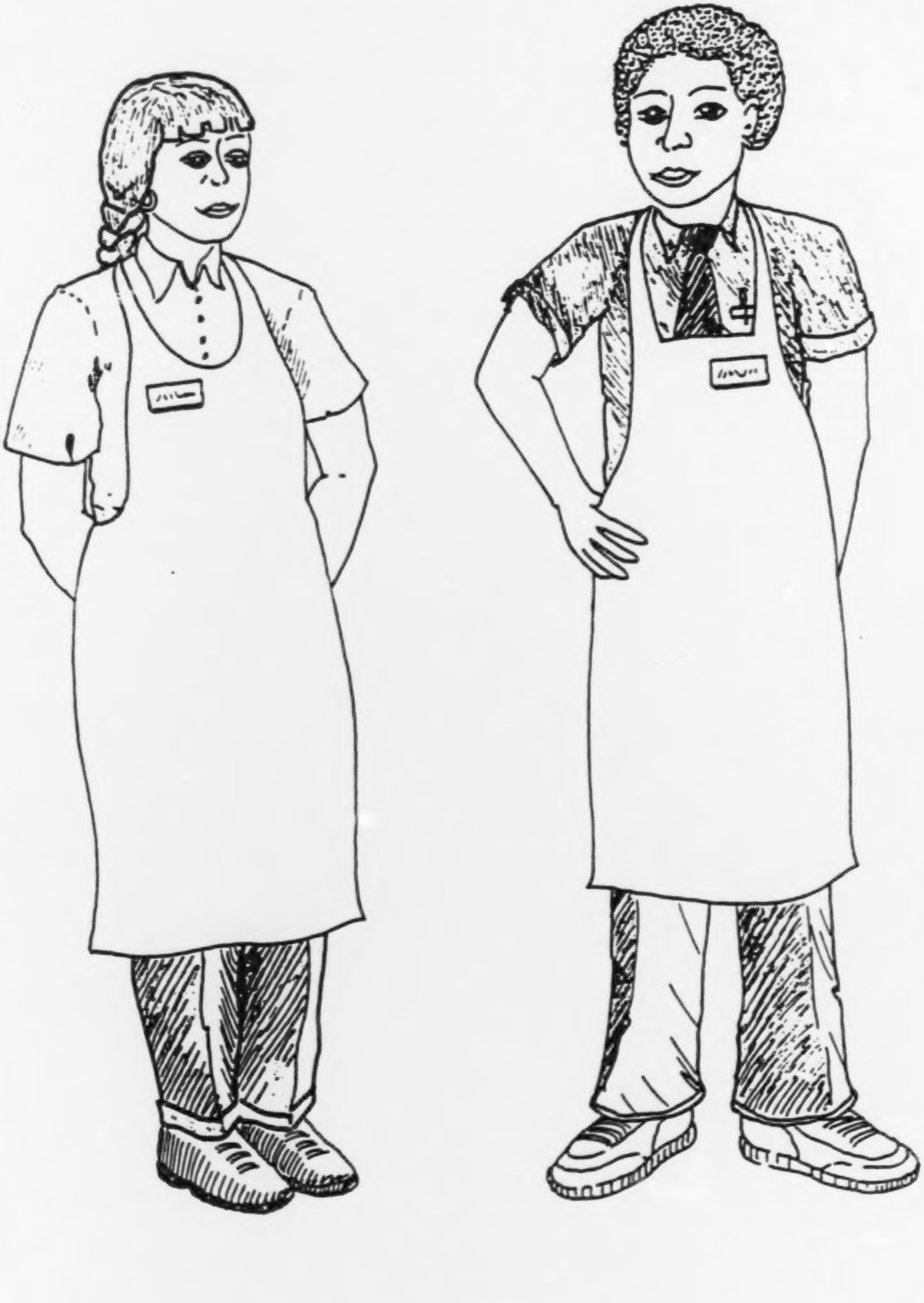




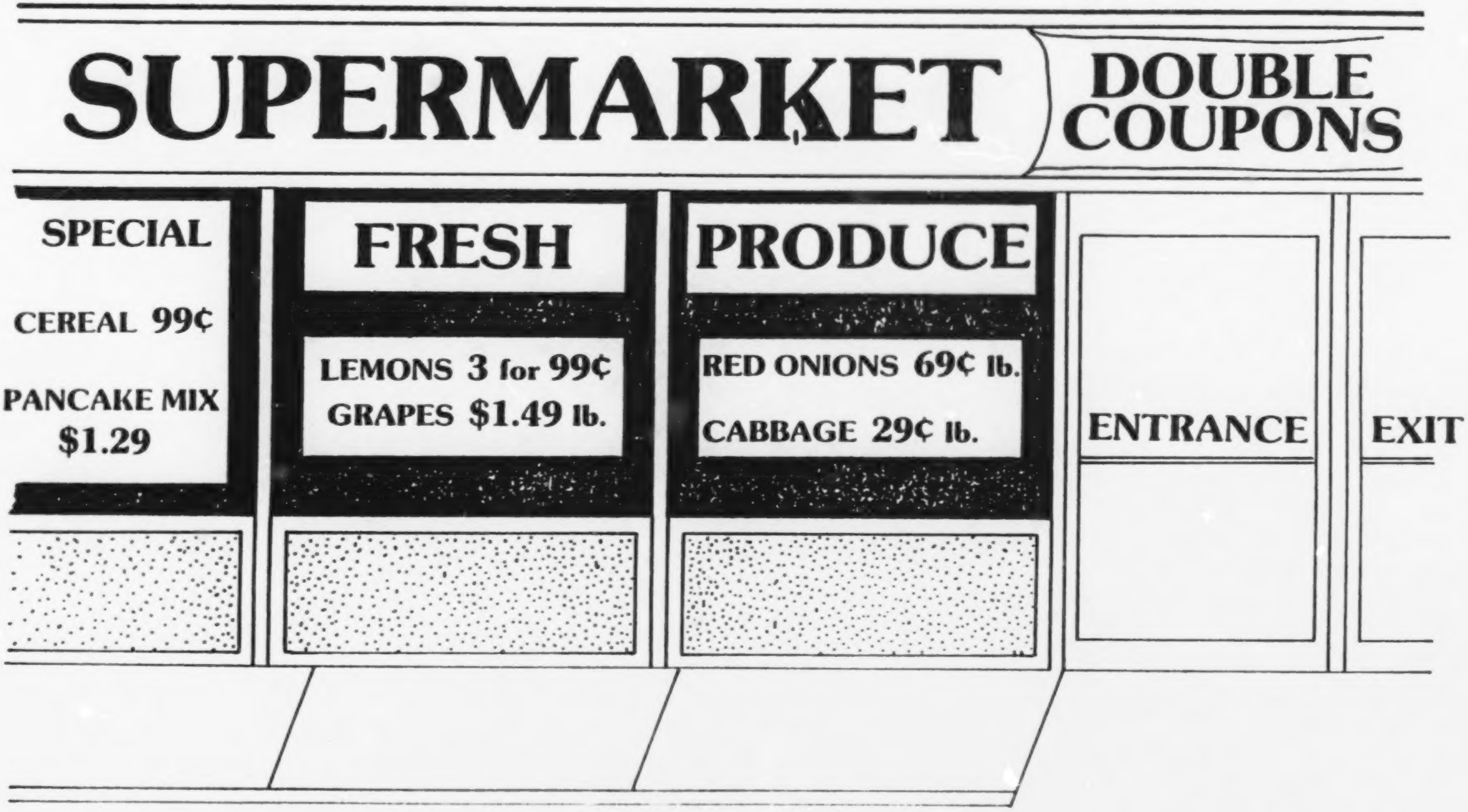


HARD HAT

DRESSING FOR THE JOB



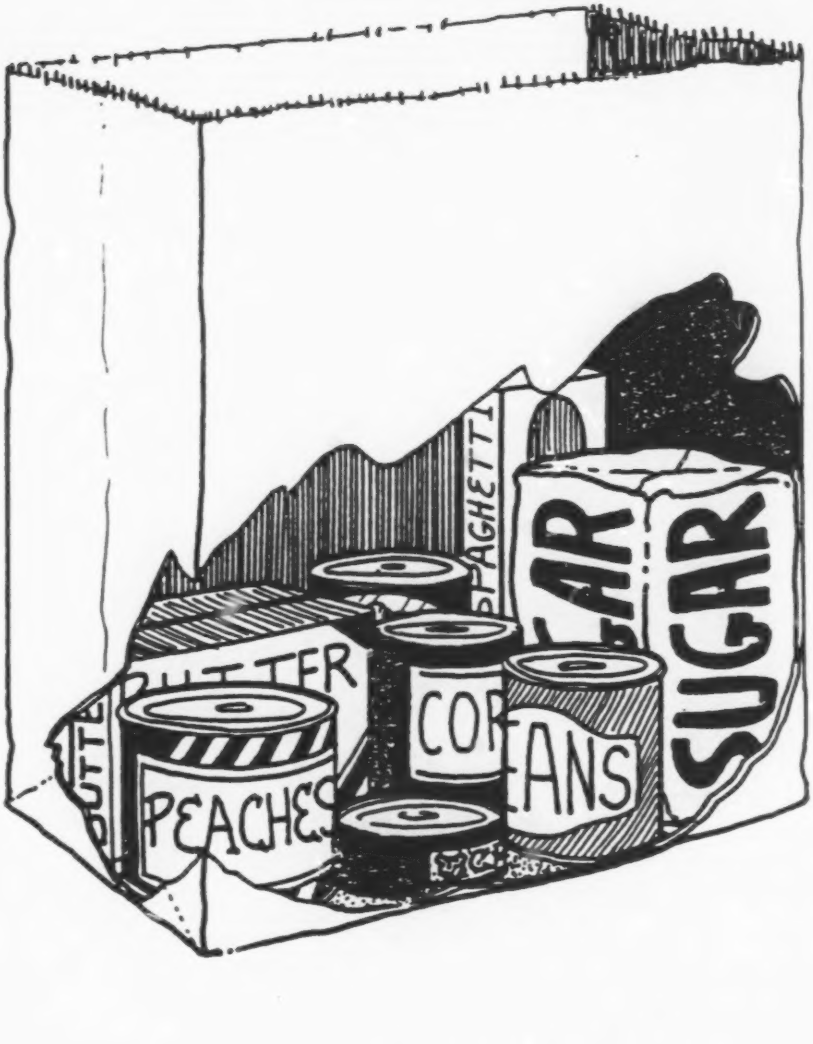
STOREFRONT WINDOW DISPLAY


SUPERMARKET
DOUBLE COUPONS
SPECIAL
CEREAL 99¢
PANCAKE MIX $1.29
FRESH
LEMONS 3 for 99¢
GRAPES $1.49 lb.
PRODUCE
RED ONIONS 69¢ lb.
CABBAGE 29¢ lb.
ENTRANCE
EXIT

202

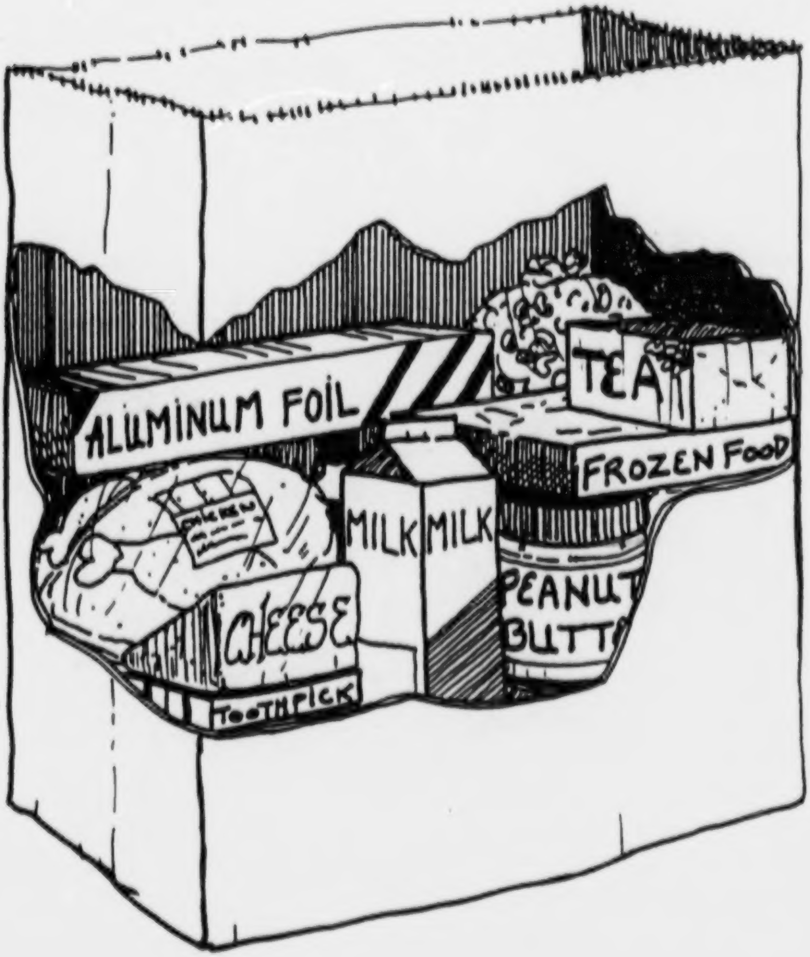
203

LOADING A PAPER BAG - 1


SPAGHETTI
SUGAR
SUGAR
BUTTER
BUTTER
CORN
BEANS
PEACHES

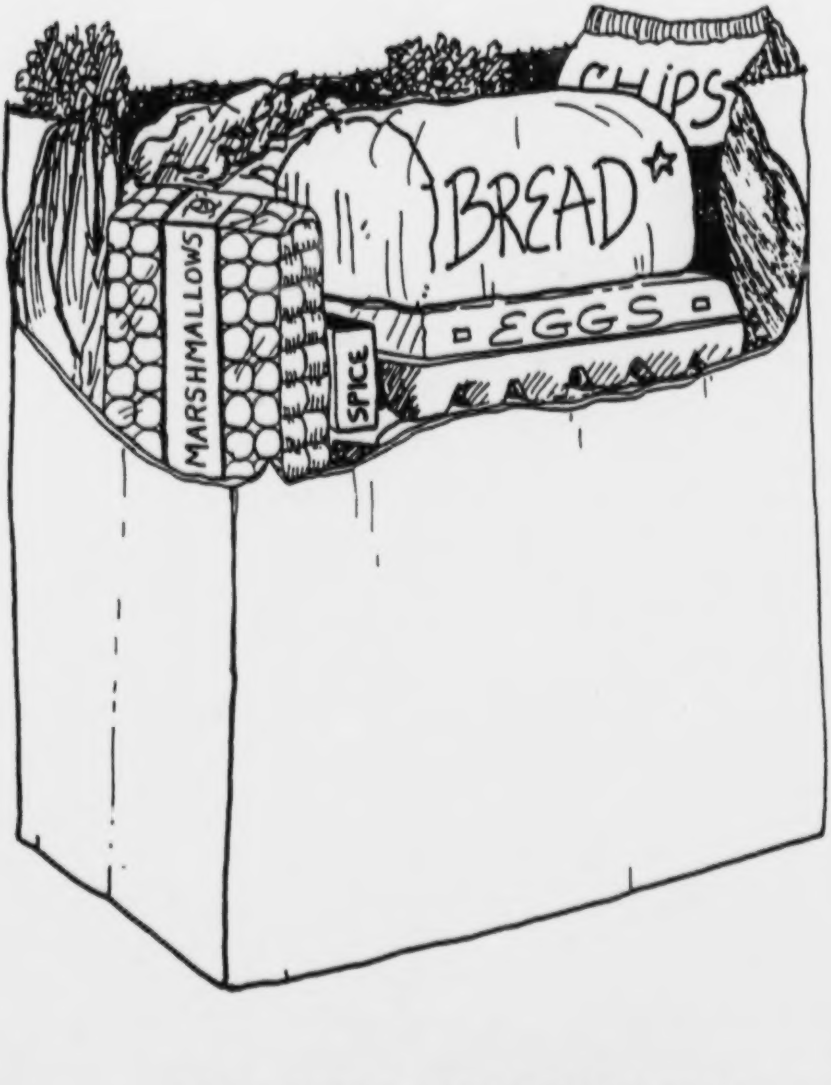
LOAD HEAVY ITEMS IN
THE BOTTOM OF THE BAG

LOADING A PAPER BAG - 2


ALUMINUM FOIL
TEA
FROZEN FOOD
MILK
MILK
PEANUT BUTT
CHEESE
TOOTHPICK

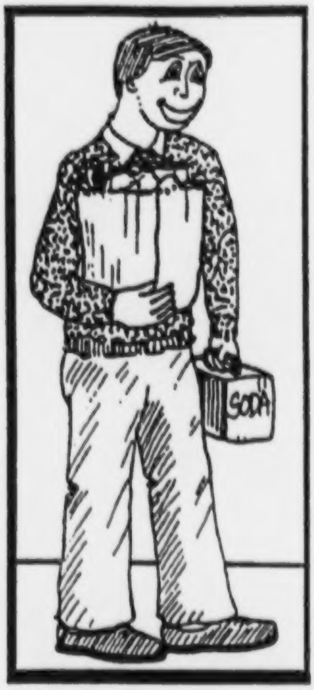
LOAD THE MIDDLE OF THE BAG
WITH BOTTLES, MEATS AND BOXES

LOADING A PAPER BAG - 3

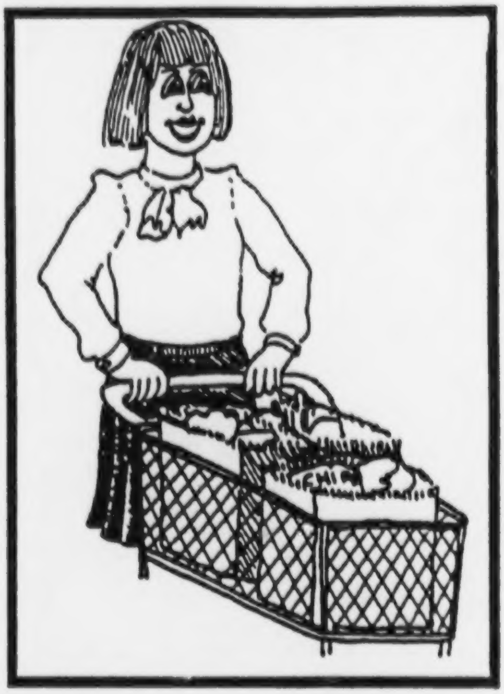

CHIPS
BREAD
MARSHMALLOWS
EGGS
SPICE

LOAD LIGHT AND BREAKABLE
ITEMS ON THE TOP

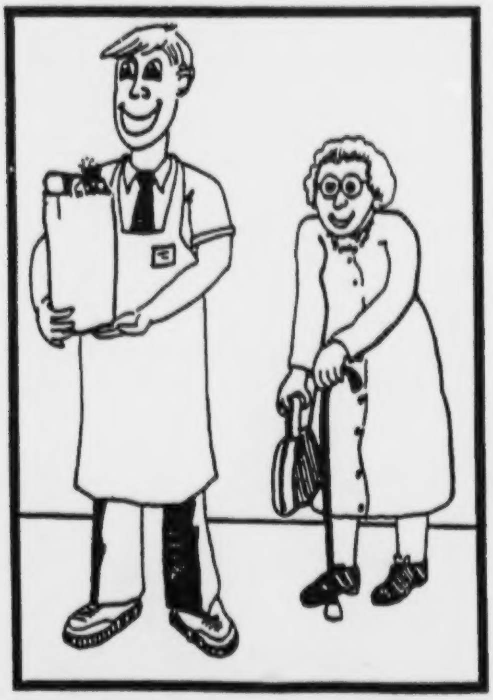
THE WAYS ORDERS LEAVE THE STORE



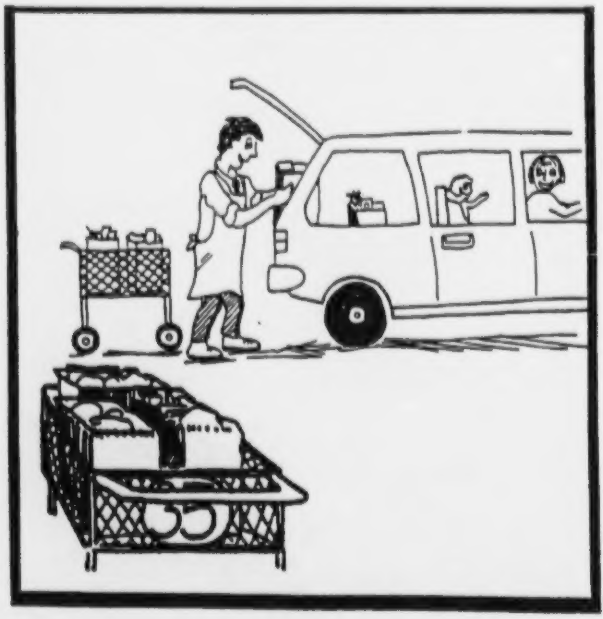
CUSTOMER CARRIES GROCERIES OUT



CUSTOMER TAKES GROCERIES OUT IN A CART



BAGGER CARRIES GROCERIES OUT FOR CUSTOMER



CUSTOMER DRIVES TO PICK-UP STATION TO GET GROCERIES

NAME ______________________________

UNIVERSAL PRODUCT CODE

THIS IS THE UNIVERSAL PRODUCT CODE (UPC) FOR FOOD STORES. THE "O" ON THE LEFT SIDE SHOWS THAT IT IS FOR FOOD STORES. THE FIRST FIVE NUMBERS AT THE BOTTOM TELL THE MAKER OR MANUFACTURER OF THE PRODUCT. THE NEXT FIVE DIGITS TELL THE PRODUCT TYPE AND NAME. THIS CODE IS READ BY A SCANNER AT THE CHECKOUT. THE PRICE OF THE PRODUCT IS IN A COMPUTER AND APPEARS ON THE REGISTER WHEN THE PRODUCT IS "SCANNED".

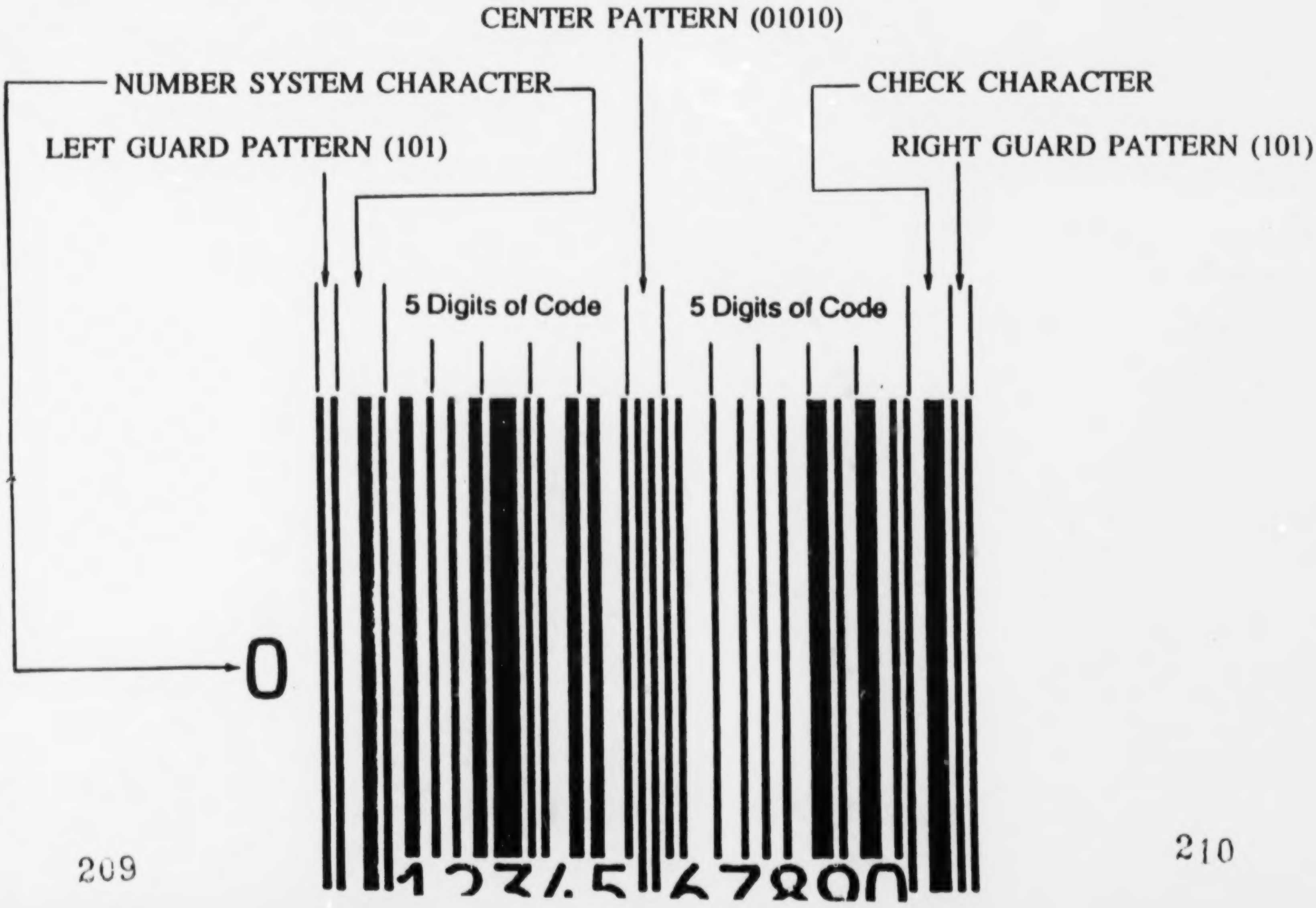
DIRECTIONS: **CIRCLE** THE MANUFACTURERS 5 DIGIT CODE.
DRAW A LINE UNDER THE PRODUCT 5 DIGIT CODE.

0

12345 67890

UNIVERSAL PRODUCT CODE (UPC)

UPC SYMBOL FORMAT



CENTER PATTERN (01010)

NUMBER SYSTEM CHARACTER

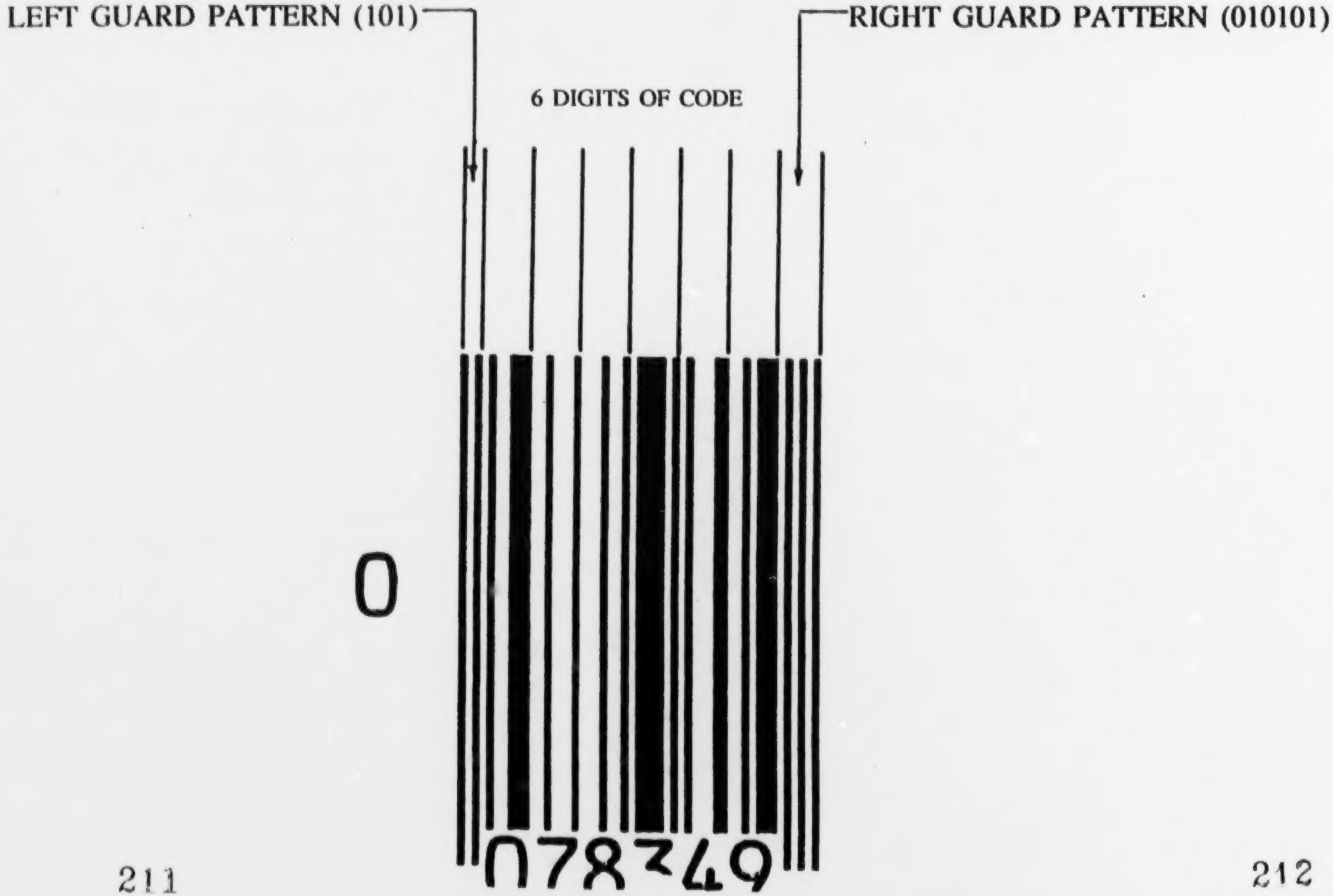
LEFT GUARD PATTERN (101)

CHECK CHARACTER

RIGHT GUARD PATTERN (101)

5 Digits of Code
5 Digits of Code
0
12345
67890

ZERO SUPPRESSION SYMBOL FORMAT

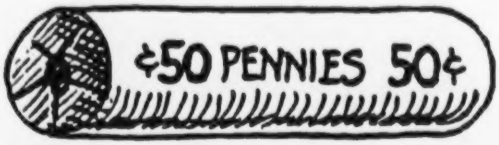

LEFT GUARD PATTERN (101)
RIGHT GUARD PATTERN (010101)
6 DIGITS OF CODE
0
078349

NAME ______________________________

ROLLS OF COINS HANDOUT

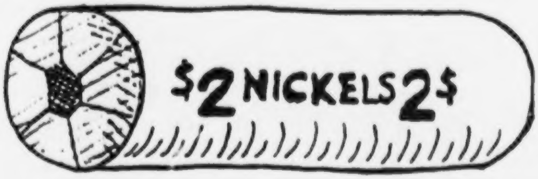
AS A CASHIER YOU MAY HAVE TO WORK WITH AND COUNT MONEY IN ROLLS. THIS HANDOUT SHOWS THE VALUE OF EACH TYPE OF COIN IN ROLLS.

ONE ROLL OF PENNIES HAS 50 PENNIES WHICH IS 50¢.


¢50 PENNIES 50¢

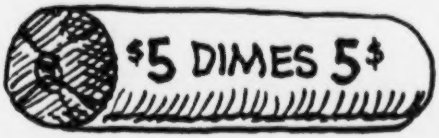
= 50¢ or $.50

ONE ROLL OF NICKELS HAS 40 NICKELS WHICH IS $2.00.



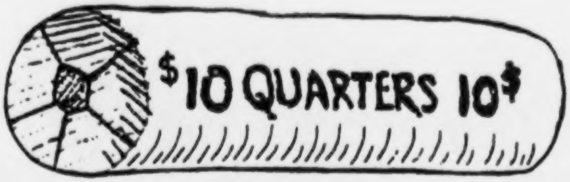
= $2.00

ONE ROLL OF DIMES HAS 50 DIMES WHICH IS $5.00.



= $5.00

ONE ROLL OF QUARTERS HAS 40 QUARTERS WHICH IS $10.00.


$10 QUARTERS 10$

= $10.00

STEPS IN COLLECTING FOR PURCHASES

FOLLOW THESE STEPS AFTER ALL THE PRODUCTS THE CUSTOMER WANTS HAS BEEN RUNG UP, THE TAX ADDED AND THE ORDER TOTALED.

1. Turn to the customer and say the amount of money that is due.

2. Accept money from the customer and say the amount of money given to you.

3. Key enter the amount of money the customer gave you.

4. Place money in the cash drawer.

5. Count out the change due the customer.

6. Close the cash drawer.

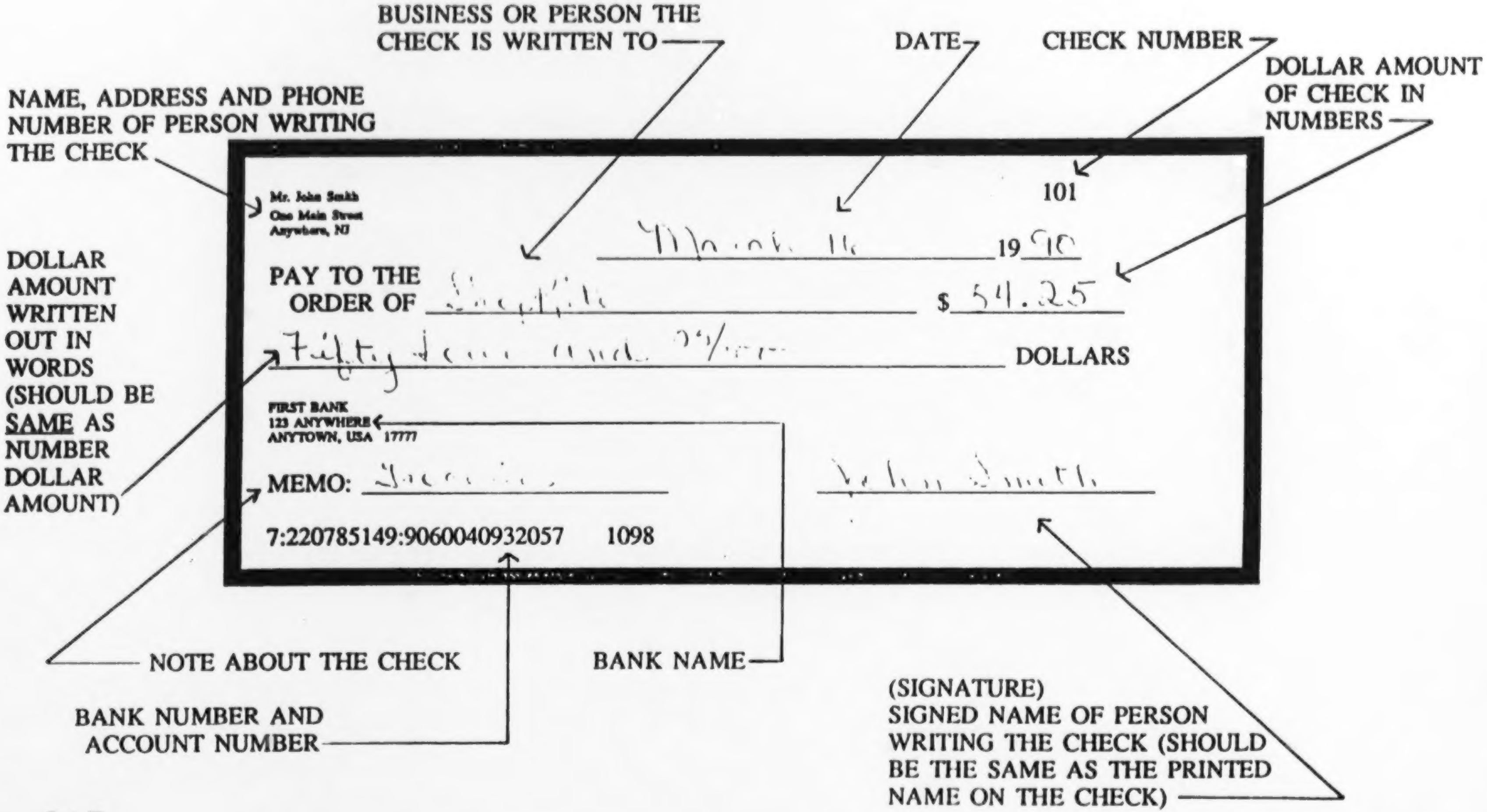
7. Turn to the customer and count the change into his or her hand.

8. Give the customer the receipt.

9. Look the customer in the eye and thank the customer for shopping in the store. Invite him or her to shop here again.

NAME ______________________________

PARTS OF A CHECK



Mr. John Smith
One Main Street
Anywhere, NJ

101

March 16 19 90

PAY TO THE ORDER OF Shoprite $ 54.25

Fifty four and 25/100 DOLLARS

FIRST BANK
123 ANYWHERE
ANYTOWN, USA 17777

MEMO: Groceries

John Smith

7:220785149:9060040932057 1098

BUSINESS OR PERSON THE CHECK IS WRITTEN TO

DATE

CHECK NUMBER

DOLLAR AMOUNT OF CHECK IN NUMBERS

NAME, ADDRESS AND PHONE NUMBER OF PERSON WRITING THE CHECK

DOLLAR AMOUNT WRITTEN OUT IN WORDS (SHOULD BE SAME AS NUMBER DOLLAR AMOUNT)

NOTE ABOUT THE CHECK

BANK NAME

BANK NUMBER AND ACCOUNT NUMBER

(SIGNATURE)
SIGNED NAME OF PERSON WRITING THE CHECK (SHOULD BE THE SAME AS THE PRINTED NAME ON THE CHECK)

DISPLAY AREAS OF THE PRODUCE DEPARTMENT

*THE SALAD SECTION

Includes fruits and vegetables commonly used in salads. Examples: lettuce, tomatoes, spinach, etc.

*THE FRUIT SECTION

Includes fruits which are usually grouped together:

* *citrus fruits*: oranges, grapefruit, lemons

* *apples*: different apples are grouped together

* *bananas*: make up a group by themselves

* *tropical fruit*: mangos, papaya, other tropical fruits

* *soft fruits*: grapes, berries, peaches and other soft fruits

*THE COOKING SECTION

Includes vegetables that need to be cooked. Examples: corn, squash, cabbage and turnips.

*THE DRY SECTION

Includes "dry" vegetables and herbs. Examples: potatoes, onions, garlic and ginger root.

*THE SPECIALTY SECTION

Includes specialty items that are displayed in a "special" section. Examples: Chinese vegetables, herbs and rare fruit.

NAME ______________________

DISPLAY AREAS OF THE PRODUCE DEPARTMENT

STUDENT ACTIVITY: See if you can find one or more of the display areas in the produce department of a nearby supermarket.

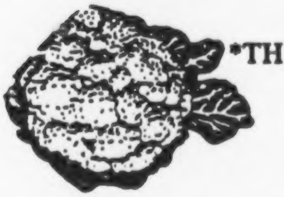
***THE SALAD SECTION**

Includes fruits and vegetables commonly used in salads. Examples: lettuce, tomatoes, spinach, etc.

***THE FRUIT SECTION**

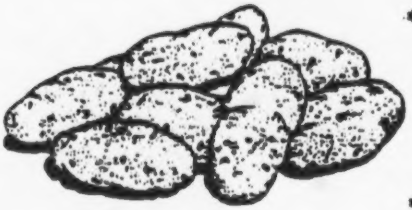
Includes fruits which are usually grouped together:

- *citrus fruits*: oranges, grapefruit, lemons
- *apples*: different apples are grouped together
- *bananas*: make up a group by themselves
- *tropical fruit*: mangos, papaya, other tropical fruits
- *soft fruits*: grapes, berries, peaches and other soft fruits



***THE COOKING SECTION**

Includes vegetables that need to be cooked. Examples: corn, squash, cabbage and turnips.

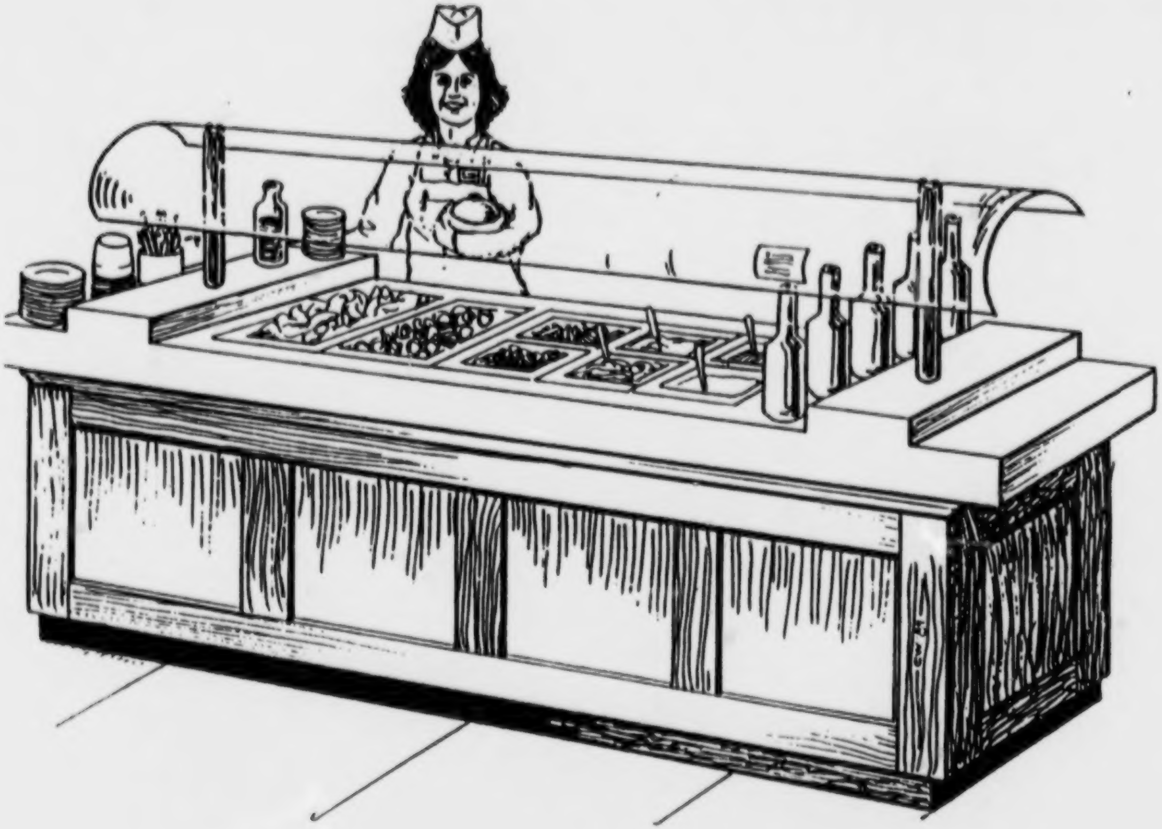


***THE DRY SECTION**

Includes "dry" vegetables and herbs. Examples: potatoes, onions, garlic and ginger root.

***THE SPECIALTY SECTION**

Includes specialty items that are displayed in a "special" section. Examples: Chinese vegetables, herbs and rare fruit.



SALAD BARS NEED A LOT OF ATTENTION AND NEED TO BE KEPT CLEAN AND GERM-FREE. THE FOOD IN A SALAD BAR MUST BE FRESH AND APPEALING TO THE CUSTOMER.

APPENDIX C

EVALUATION
OF
SUPERMARKET CAREERS PROGRAM

February, 1990

Submitted by:	Submitted to:
Warren E. Heiss, Ed.D. Professor Coordinator, Graduate Programs in Special Education Montclair State College Upper Montclair, NJ	John H. Kolmos, Ed.D. Director of Curriculum and Instruction Bergen County Vocational-Technical Schools Hackensack, NJ

INTRODUCTION

The Bergen County Vocational-Technical Schools (BCV-TS) entered into a cooperative effort with the Wakefern Food Corporation (ShopRite) and Cornell University to create a program for developing supermarket industry employment skills for handicapped students. Funds in the amount of $251,000 were requested from the United States Office of Education. The BCV-TS, as applicant,supplied a matching amount. Project duration was scheduled for 18 months from the starting date of January 1, 1989.

The purpose of this report is to offer an independent evaluation of the performance of the project in meeting its stated goal and objectives. What follows is a description of 1) the procedures used in gathering testimony, 2) the findings, and 3) a summary statement.

PROCEDURES

This evaluation is driven by the one goal and nine objectives that govern the project's operations. These are listed below and will be referred to by number in the remainder of this report.

Goal: Prepare students who are eligible for special education services for career alternatives within the supermarket industry through a jointure with the ShopRite Supermarket Organization, Cornell University Food Industry Division, and the Bergen County Vocational-Technical School District.

Objectives

(1) Establish an advisory committee comprised of individuals from the ShopRite Organization, Cornell University Food Industry Division and the Bergen County Vocational-Technical School District to validate the training needs for students who are eligible for special education services for career alternatives.

(2) Identify various employment opportunities available to students who are eligible for special education services for career alternatives in the supermarket industry.

(3) Establish a task force for the selection of qualified supermarket career instructors.

(4) Use the Bergen County Vocational-Technical Schools CBE plan to establish a CBE format for individualized instruction in the various supermarket departments, i.e.: dairy, produce, frozen food, front end, grocery, and meat.

(5) Jointly design and construct a vocational laboratory to simulate a supermarket.

(6) Jointly design and develop teacher and student instructional material for special needs students, i.e.: video tapes, student workbooks, and individualized modules.

(7) Adapt the existing Bergen County Vocational-Technical School District CBE assessment procedure to validate student competencies and instructional materials.

(8) Jointly coordinate the establishment of part-time and full-time training sites for faculty and students.

(9) Develop a dissemination plan through the three cooperating agencies.

Testimony for evaluating the degree to which the goal and objectives were met was provided by interviews with key project personnel, by examining project documents and media, and by visiting the sites where the supermarket skill training laboratories are housed. Below are the detailed listings of the testimony sources.

Key Personnel Interviewed

BCV-TS Staff

- John Kolmos - Director of Curriculum BCV-TS (Project Director
- Susan Mullins - Assistant to the Superintendent of BCV-TS
- Nicholas Sodano - Principal, BCV-TS, Paramus (Site Supervisor)
- Roy Hermalyn - Principal, BCV-TS, Teterboro (Site Supervisor)
- Susan Graef - Teacher, BCV-TS, Paramus (Project Teacher)
- Nicholas Curci - Teacher, BCV-TS, Teterboro (Project Teacher)

Wakefern (ShopRite) Staff

- Michael Reilly - Manager of Retail Recruitment
- Jean-Paul Pillet - Manager of Retail Management Development

Cornell University

- George Hayward - Director of Cornell University's Home Study Program

Documents and Media Examined

- Project Grant Application
- Supermarket Careers Curriculum Guide
- Project Director's Document File
- Video-tape describing project
- Manual used at workshops
- CBE Student Grade Evaluation Sheet
- Various brochures, announcements, articles, and newspaper clippings

Site Visitations

Two sites were visited that house the supermarket laboratories. At those sites teachers and students were observed engaged in various instructional activities. In addition, the physical properties of the laboratories were able to be observed including equipment, stock, instructional space, instructional materials and aids.

Visitation also provided an opportunity to see the project in the context of the total school program (both regular and special education) at the Paramus and Teterboro sites.

FINDINGS

Results of interviews, document and media examination, and site visitations will be presented as they pertain to each project objective.

Objective 1. Evidence that this objective has been met is contained in the grant proposal application. In the section entitled "Need", data and authoritative opinion establish the validity for developing a supermarket skills training program. Minutes from advisory committee meetings provide documentation that the agenda included discussions of the training needs of students in special education settings. These discussions included commentary from both industry and educational personnel.

It is also obvious from interviews that Wakefern has made an institutional commitment to develop a labor pool that includes handicapped workers. This commitment is an important underpinning for the project

From the evidence available it is clear that this objective has been reached.

Objective 2. Several sources of testimony are available to corroborate the meeting of this objective. Wakefern's corporate history of hiring handicapped persons has demonstrated the viability of training and employing students who are receiving special education services. There is a track record here.

Second, Cornell University has developed a home study guide program for training people for food industry careers. This program has been in place for 25 years. Curriculum developers at Cornell have been able to delineate the work experiences in supermarkets and convert those to instructional activities.

Third, the BCV-TS have a long-standing reputation for being sensitive to employment demands and creating programs that respond to those demands as quickly as possible.

Evidence for these three factors are contained in the grant proposal, emerged from interviews, and are apparent in the Cornell University materials.

All available testimony shows that this objective has been accomplished.

Objective 3. Two supermarket career instructors have been employed. Their resumés attest to the fact that they are qualified for the positions. Susan Graef has experience as a teacher and combines that with 13 years as an Assistant Store Manager for ShopRite. Nicholas Curci brings 17 years of supermarket management and supervision to the position. He, too, has experience as a classroom teacher.

Interviews with and observations of both instructors show that they are most capable of blending their store-management experience and teaching skills to operate a meaningful program for students in their charge. Beyond this, both instructors express a belief in the project and are enthusiastic about its promise.

Also, both instructors are mindful of the placement of the project in the total school program. The project's connection to the academic side of the curriculum is well-defined. There seems to be an understanding of the value of the supermarket training activities as a place to apply basic skills and concepts learned elsewhere in the school program.

There is no question that this objective has been met. The instructors selected are highly qualified.

Objective 4. The BCV-TS have a well-established competency-based evaluation system (CBE). Competency, employability, and test/written work are judged using a 5-point scale. Competency ratings constitute 50% of the letter grade while employability and test/written work account for 30% and 20% of the grade respectively.

This weighting of skills is appropriate because the competency judgments are based on the degree of supervision a student needs. From the standpoint of communicating with potential employers, these judgments are most valuable.

This objective has been met. The CBE system is in place and working.

Objective 5. Two laboratories are up and running. Both of these laboratories contain equipment and stock that simulate actual store interiors. Although there is some difficulty in simulating all aspects of a supermarket's operation (e.g.: inadequate building air conditioning for large freezer and dairy case installations), there is more than sufficient equipment with which to provide training. Checkout scanners and registers represent up-to-date equipment.

Stock is replenished by ShopRite as needed. All other materials for store operations are available including bags, signs, and pricing equipment. These features increase the realism of the laboratories.

Observation of the sites reveals that this objective has been reached. Laboratory simulations are as realistic as they can be.

Objective 6. In conjunction with Cornell University the Supermarket Career Curriculum was produced. It is used as the basis of instruction of students in the project.

An interview with George Hayward revealed that Wakefern and Cornell University have developed a cooperative interest over the years in designing study guides for training food industry personnel. In addition, the University's Home Study Program was in the process of developing a guide for use in regular education settings to promote supermarket careers. As an outgrowth of this effort, Cornell curriculum developers designed a program to meet the requirements of "special needs" students.

The design of the curriculum was guided by the collective ideas of ShopRite advisors, BCV-TS personnel, and Cornell staff. Agreement was reached on the general contours of the curriculum guide as a result of this consortium.

The curriculum is organized around nine topics. For each topic student performance objectives are listed, a content outline is available, instructional materials are included, and a set of instructional strategies has been formulated. An examination of the guide shows it to be a useful foundation for instruction.

Interviews with teachers suggest that the content outlines and student performance objectives are valuable for framing instruction. Specific instructional materials and strategies offered by the guide have been modified to meet particular needs.

Representatives from ShopRite were of the opinion that the curriculum "covered the territory" appropriately. They view the guide as an important ingredient in the project.

It is the opinion of this evaluator that the curriculum guide be seen as a document that is undergoing a field test. As instructors use the guide, their modifications should be noted in a systematic way for incorporation in the revision process. George Hayward expressed the opinion that he perceives BCV-TS as _the_ field-test site for the curriculum guide.

Given the fact that the curriculum guide has been developed and is being used, this objective has been fulfilled.

Objective 7. The testimony for evaluating this objective is contained in the response addressing Objective 4. Obviously the CBE system in place at BCV-TS lends itself nicely to the _Supermarket Career Curriculum_ student performance objectives.

Once again, interviews with ShopRite advisors indicate that the BCV-TS CBE format is compatible with industry expectations for judging performance.

This objective has been met.

Objective 8. Project Site Coordinators report that they have established liaisons with employers for accepting "graduates" of the project. Criteria for release are established as part of the CBE system. Additionally, students who are to be released to a site are discussed by staff members before they are placed.

The full implementation of this objective is not scheduled for completion until June, 1990. However, the project staff members responsible for this objective have established the major groundwork for its fulfillment.

This objective is well on its way to being reached.

Objective 9. A dissemination plan has been developed and is in operation. This plan includes, but is not limited to, the presentation of conferences and workshops, presentations at conferences, articles for trade and educational journals, the production of a video-tape, the creation of descriptive brochures and workshop materials, and newspaper releases. All of the presentations and documents demonstrate that the plan of dissemination is a joint venture among the three institutions.

Dissemination efforts have received applause from trade industry groups and vocational educators as evidenced by responses to conference presentations and trade journal articles. It is ironic that the special education conference organizers have not responded as they should to the project. This appears not to be the fault of the project, but rather a lack of understanding or enthusiasm on the part of special educators.

There is no question that appropriate and successful activities for meeting this objective have begun and continue to evolve.

SUMMARY STATEMENT

No project is simply a sum of its parts. Although this evaluation concentrated on the elemental objectives used to frame the project, taken as a whole, the project exudes a sense of innovation, timeliness, and exportability.

Innovation has been realized by the cooperative effort of BCV-TS, ShopRite, and Cornell University. Each institution has contributed an important piece of the action. What is pleasing is the atmosphere surrounding the project. Food industry representatives view the project as a way of creating a well trained and reliable labor pool. Cornell University is able to expand its well established curriculum development capabilities to serve handicapped students. BCV-TS are able to meet the demands of training handicapped students in a program directly connected to employment opportunities.

The project has a timeliness. Quite often programs designed to train handicapped students for careers are not responsive to the labor market. This project has defined its outcomes based on industry projections and has put into place in a short period of time a program of high quality.

Exportability is an important feature of any innovation. The project staff has demonstrated that it is capable and ready to assist other institutions in designing and implementing part or all of this project. Certainly one outcome of this project is that it has developed a set of "blueprints" that will be valuable for use by others.

From all of the evidence and testimony available, assurance can be given that the project has met its goal and supporting objectives in a timely fashion and with a high degree of quality.

APPENDIX D

APPENDIX E

APPENDIX F

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY
THE SECRETARY

SEP 13 '90

September 17, 1990

Dr. John Grieco
Superintendent of Schools
Bergen County Technical Schools District
200 Hackensack Avenue
Hackensack, New Jersey 07601

Dear Dr. Grieco:

I am pleased to announce that your "Supermarket Careers: A Partnership in Training" program has been selected to receive the Secretary's Award for Outstanding Vocational-Technical Education Programs. Many excellent programs in each of the Education Department's ten regions were nominated for this award. After very careful consideration, your program was chosen as the most outstanding in your region. Please accept my congratulations on this achievement.

Sincerely,

Lauro F. Cavazos

Lauro F. Cavazos

PRESIDENT'S CITATION PROGRAM
FOR PRIVATE SECTOR INITIATIVES

ASAE Building
5 Eye Street, N.W.
e 1200
shington, DC 20005
-626-2723

ninistrator: ASAE
erican Society of
ociation Executives

rds Committee

illiam Taylor, Chairman
rican Society of Association
ecutives

bers:

Ascher
Ascher, Inc.

s H. Dowling
on Marsteller

Elliott
· & Mather

ard O. Fritts
onal Association of Broadcasters

ard L. Lesher
Chamber of Commerce

Lyles
Lyles Productions
mount Pictures

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May 29, 1989

Thomas Infusino
Executive Director
Wakefern Food Corporation
600 York Street, P.O. Box 506
Elizabeth, NJ 07207-0506

Dear Mr. Infusino:

On behalf of the President's Citation Program for Private Sector Initiatives, I would like to congratulate the ShopRite/Wakefern Food Corp. on qualifying for the prestigous C-Flag. We have reviewed your application and were greatly impressed with the Supermarket Careers program and your organization's dedication to the President's vision of "1,000 Points of Light".

The ShopRite/Wakefern Food Corp. is now entitled to fly the C-Flag and demonstrate that in the private sector "We Can" and "We Care". You are now in a select group of companies and associations nationwide that have demonstrated a strong public spirit and that have shown how effective the private sector can be in addressing public needs.

We are currently working with the Bush Administration to select the top 100 programs for this year's presidential awards and citations. Your application will be considered for those awards and we will notify the winning organizations at a later date. Please be advised that we will only be able to notify the 100 winners at that time.

We have enclosed a C-Flag and pin order form, logo sheet and information on how to generate local media coverage for your C-Flag winning program. We are proud of the work your company is doing and want to help you promote your program.

Again, congratulations on your good work and fly the C-Flag with pride.

Sincerely,

Lorri Lee

Lorri Lee
Manager

Enclosures

cc: Michael Reilly, Wakefern Food Corporation

PRESIDENT'S CITATION PROGRAM
FOR PRIVATE SECTOR INITIATIVES

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Eye Street, N.W.
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Manager

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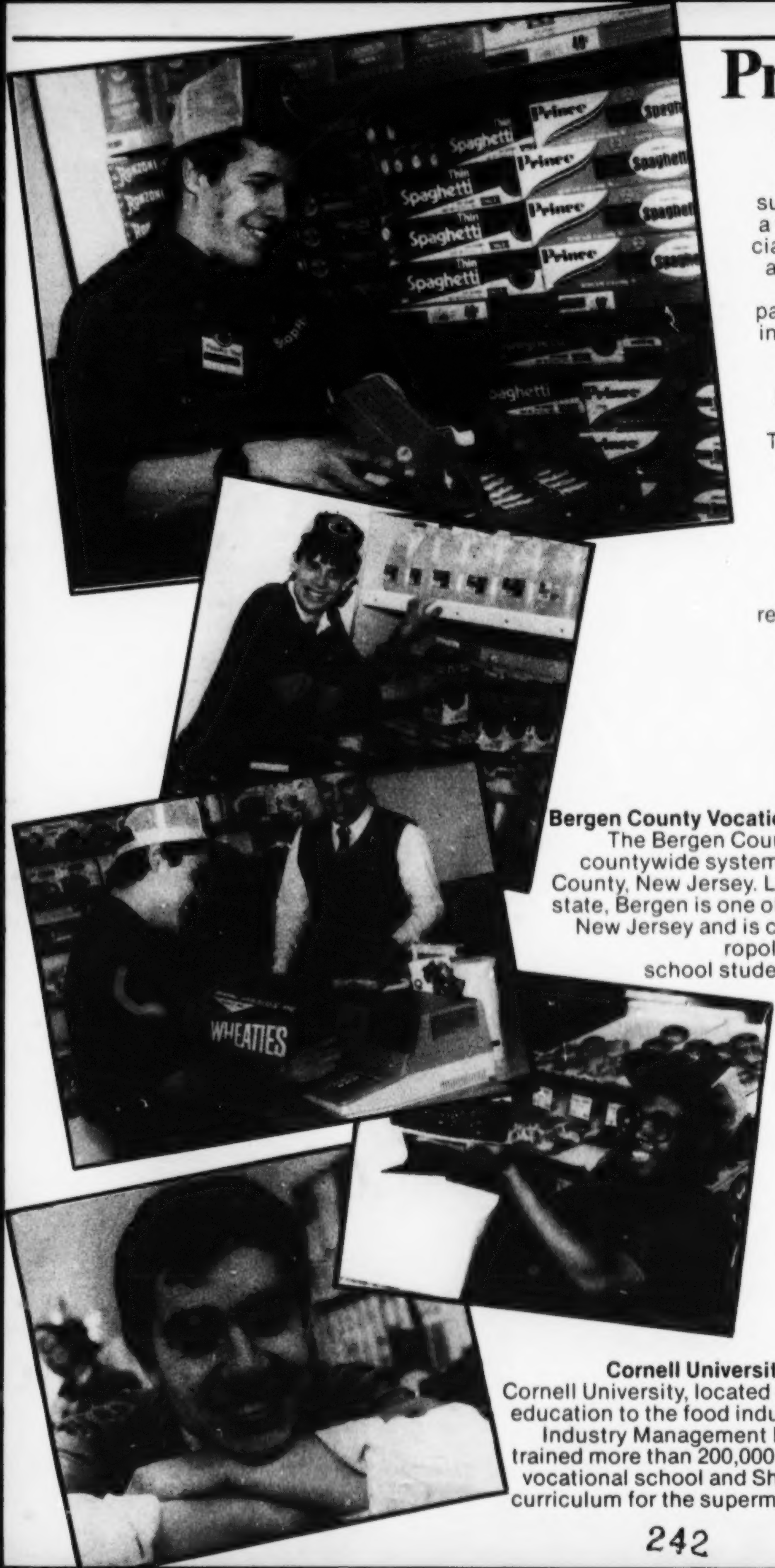
Partnership In Training For Supermarket Careers

Bergen County
Vocational-Technical Schools

SHOPRITE

CORNELL UNIVERSITY
FOUNDED BY EZRA CORNELL



Project Goal

Supermarket Careers will demonstrate that handicapped persons can be successfully trained and job placed in the supermarket industry. The project will be a testimonial to the fact that trained, special needs persons can be reliable, stable additions to the workforce. The new venture expects to be a model of how a partnership between education and local industry can help a traditionally underutilized segment of the population gain training and employment that benefits both the handicapped person and local industry.

The project includes set-up of two classroom shops that simulate supermarket operations, development of a competency-based curriculum and instructional strategies, cooperative work experience for both students and teachers, evaluation of the project's effectiveness and dissemination of its results. The program is offered at both of the full-time schools for special needs students that are operated by the vocational school district.

Cooperating Partners

Bergen County Vocational-Technical Schools

The Bergen County Vocational-Technical Schools form a countywide system serving the 77 municipalities in Bergen County, New Jersey. Located in the northeastern corner of the state, Bergen is one of the most heavily populated counties in New Jersey and is considered part of the New York City metropolitan area. Included among its 2,300 high school students and 13,500 adult students are nearly 1,000 special needs students.

ShopRite Corporation

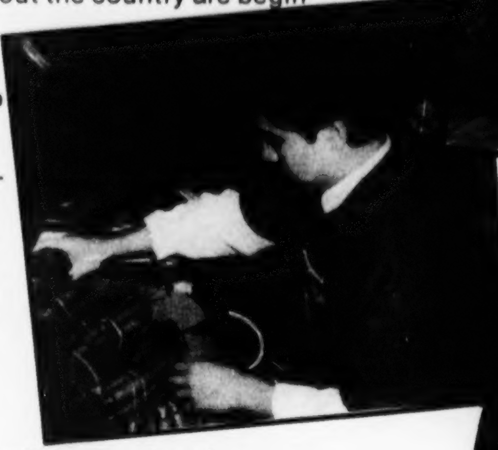
The ShopRite/Wakefern Food Corporation, headquartered in Elizabeth, New Jersey, is one of the largest operators of supermarkets in the state. A leader in progressive marketing and customer service, ShopRite is also an innovator in employee skill training. Recently, the company has joined forces with the Bergen County Vocational-Technical Schools to expand its efforts to train and hire the special needs population in order to meet its goal of developing and increasing a permanent workforce.

Cornell University, Food Industry Management Program

Cornell University, located in Ithaca, New York, has been providing education to the food industry for 25 years. The University's Food Industry Management Program offers over 54 courses and has trained more than 200,000 food employees. Cornell will assist the vocational school and ShopRite to develop a competency based curriculum for the supermarket industry that is appropriate to the special needs population.

Target Population

The target population for the supermarket careers training program is special education high school students and adults. Research studies demonstate that future employment prospects for this population are excellent. In fact, major employers throughout the country are beginning to realize the benefits of hiring handicapped persons. This population has proven to be a large pool of workers who are dependable, reliable, punctual, and who maintain the highest rate of on-the-job attendance. Handicapped persons can be trained to become highly skilled at performing repetitive work. They take pride in their responsibilities and they are hard workers.



Curriculum And Training

The competency-based curriculum format will be developed cooperatively by joining the experience of the vocational school, Cornell University and ShopRite. The curriculum will consist of a list of competencies supported through a multi-media approach which emphasizes instructional strategies that work well with the special needs population.

Students train for their future jobs in classrooms that replicate the actual work environment in today's supermarkets. In addition to mastering the skills required for various food service industry jobs, students learn the importance of team effort, safety, sanitation, good communication and a positive work ethic.

The curriculum will be developed over an 18-month period in ten areas of supermarket employment.

Phase I includes:

• Human relations/customer service • Cashier/checker/front end • Grocery • Produce • Dairy

Phase II will focus on:

• Frozen food • Baking • Horticulture • Meat • Merchandising and display.

Program advisory committee members from the supermarket industry work with the educators to validate the curriculum. As the industry experiences changes in their procedures and operations, the curriculum will be updated.

Partnership Makes a Difference

The partnership offers returns for both industry and education and provides an invaluable opportunity to a traditionally underutilized segment of society. The cooperative arrangement requires commitment, compromising agreement and a strong belief in its outcomes and purpose.

Shortly after its inception, the U.S. Department of Education recognized the importance of this partnership and its goals through a grant which names Supermarket Careers as a national demonstration project.

Project Planners

For further information regarding the Supermarket Careers program, please call or write the following spokespersons:

- **Dr. John Kolmos**
  Bergen County Vocational-Technical Schools
  200 Hackensack Avenue
  Hackensack, N.J. 07601
  (201) 343-6000

- **Mr. Michael Reilly**
  Manager of Retail Recruitment
  Wakefern Food Corporation
  33 Northfield Avenue
  Edison, N.J. 08818
  (201) 906-5206

- **Mr. George "Bud" Hayward**
  Director
  Food Industry Mgmt.
  Home Study Program
  Cornell University
  247 Warren Hall
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